

NEWSPAPERS AS TOOLS OF LITERACY IN UGANDA

*A case study of Daily Monitor's Newspapers
in Education (NiE) programme addressing
literacy-related issues in Uganda's primary
education.*



BY WINNIE NAMATA

Master of Philosophy in Media studies/ Department of Media
and Communication (IMK)

UNIVERSITY OF OSLO

APRIL 2010

© Winnie Namata, 2010

Dissertation submitted in partial fulfilment of the requirement to obtain a Master of Philosophy Degree in Media Studies

Department of Media and Communication

University of Oslo, Norway

DEDICATION

To everyone that is doing their part in making 'Quality education for all children' a reality!

SUMMARY

This qualitative study was designed to explore how introducing newspapers within the classroom environment impacts literacy levels and reading habits of primary school children using *Daily Monitor's Newspapers in Education* (NiE) programme as a case study. The main research questions guiding this study are; what is the focus of the NiE programme by *Daily Monitor*? And how is the NiE programme contributing towards improving primary education in Uganda?

This study follows the underlying convictions that while in-school campaigns like NiE are good, newspapers are usually considered an *adult medium* making it difficult for children to easily identify and connect with them. Secondly, while the NiE programme in Uganda has been praised for its success in the schools where it is being implemented, I was reluctant to believe that a programme that has been around for less than three years could have an immediate impact on the pupils' reading culture and the overall quality of primary education as is being reported in Uganda's Press.

This research analyses the progression of the NiE programme in three different types of schools; Rural, urban and peri-urban. Furthermore this study provides an insight into the progression of an American-dominated programme such as NiE in an African setting and the challenges faced in localizing such a programme to suit the local needs.

Data were gathered mainly from informative interviews, document review and observation of the NiE programme within the school setting.

This research revealed that getting newspapers in the hands of the learners is a step in the right direction towards improving literacy levels and boosting the reading habits of Ugandan pupils. However, the NiE programme has not yet fully reaped the expected benefits within the participating schools as is being portrayed in the press reports due to a number of factors. The view of this research is that the pupils, teachers and NiE project implementers need more time to fully understand the programme.

The research further revealed that efforts to improve literacy levels and reading habits in primary schools face multifaceted challenges at different levels. The NiE programme in Uganda is working within an education sector that is already grappling with several quality issues that are undermining the progress of the programme. This research recommends deliberate efforts to be made at home, school and policy levels to create a favorable environment for the NiE programme to succeed in boosting the literacy levels and reading habits of primary school children in Uganda.

TABLE OF CONTENTS

Summary.....	4
Acknowledgments.....	9
List of abbreviations.....	10
List of figures and appendices.....	11
Chapter One: Research problem and significance of the study	
1.0 Introduction.....	12
1.1 Relationship between literacy and quality education.....	14
1.1.1 Government initiatives to boost literacy levels.....	16
1.1.2 Policies on availing Non Text Book Reading Materials in schools.....	17
1.1.3 Other initiatives to boost literacy levels in Uganda's schools.....	17
1.2 <i>Daily Monitor's</i> initiative to boost literacy levels in Uganda: The NiE programme.....	18
1.3 Statement of the problem.....	19
1.4 Assumptions of the study.....	20
1.5 Research questions.....	21
1.6 Specific objectives of the study.....	21
1.7 Significance of the study.....	21
1.8 Conceptual and ecological framework.....	22
1.9 Chapter summary.....	23
Chapter two: Profile and factors behind the introduction of the NiE programme in Uganda	
2.0 Introduction.....	24
2.1 History of NiE programmes.....	24
2.2 Advantages of using newspapers within the classroom.....	25
2.2.1 Research efforts to evaluate the efficacy of NiE programmes.....	26
2.3 Profile of the NiE programme at <i>Daily Monitor</i>	28
2.3.1 Methods and rationale for school selection.....	28
2.3.2 Organisation of the NiE programme at <i>Daily Monitor</i>	29

2.3.3	Teacher training.....	29
2.3.4	NiE programme outreach.....	30
2.3.5	Management and distribution of the newspapers.....	30
2.3.6	Level of penetration of the NiE programme.....	30
2.3.7	Use of the newspaper.....	31
2.3.8	Ways of disposal of the newspapers.....	31
2.4	Factors behind the introduction of the NiE programme in Uganda.....	31
2.4.1	The reading culture in Uganda.....	32
2.4.2	Resource poor teaching and learning environments.....	36
2.4.3	A closed and rigid teaching and learning environment.....	38
2.4.4	An education system that is lacking in terms of life-skills development.	40
2.5	Chapter Summary.....	40

Chapter three: Media literacy theories and their relevance to the NiE programme in Uganda

3.0	Introduction.....	41
3.1	Media education and media literacy: What is the difference?.....	42
3.2	Approaches to media education and media literacy.....	42
3.2.1	Moving ahead: Critical media literacy.....	44
3.2.2	Critical media literacy and the re-construction of education.....	44
3.2.3	The freirian connection.....	45
3.2.4	Dialogue-reflection-action theory.....	46
3.2.5	Critical media literacy as an agent of change and sustainability.....	48
3.3	Literacy as social practice: The ideological model of literacy.....	49
3.4	Engagement theory.....	50
3.5	Media Literacy: The case of Newspapers in Education Schemes.....	50
3.5.1	Linking Media Literacy, NiE and quality education.....	52

3.7 Chapter Summary.....	56
Chapter four: Methodological approaches	
4.0 Introduction.....	57
4.1 Qualitative vs. quantitative research approaches.....	57
4.2 A case for triangulation.....	58
4.3 Case study research.....	59
4.4 Study population and sample selection.....	60
4.4.1 Study location.....	61
4.5 Research methods.....	63
4.5.1 In-depth informative interviews.....	64
4.5.2 Qualitative content analysis.....	66
4.5.3 Direct observation.....	67
4.6 Recording.....	68
4.7 Data analysis.....	69
4.8 Reliability, validity and credibility.....	69
4.9 Problems encountered.....	70
4.10 Chapter Summary.....	71
Chapter five: Focus of the NiE programme and its contribution towards improving primary education in Uganda	
5.0 Introduction.....	72
5.1 Focus of the NiE programme at <i>Daily Monitor</i> : Perspectives of different stakeholders in Uganda's education sector.....	72
5.2 Contribution of the NiE programme towards improving primary education in Uganda.....	75
5.2.1 A progression of NiE activities: registered programme outcomes.....	76
5.2.2 Children and their relationship with newspapers.....	84

5.3 An analysis of the progression of NiE activities according to type of school.....	85
5.4 Views about the relevance of the NiE programme to national education goals.....	88
5.4.1 The appropriateness of the NiE design and content to address quality education issues in Uganda’s primary education.....	90
5.4.2 Vote of confidence in the NiE programme.....	92
5.5 Chapter Summary.....	93
Chapter six: Concluding discussion and recommendations	
6.0 Introduction.....	94
6.1 An evaluation of the study.....	94
6.1.1 An American dominated programme in an African setting.....	97
6.1.2 NiE: A driving force for media literacy?.....	99
6.1.3 Section Summary.....	101
6.2 The NiE programme: Salient issues.....	102
6.2.1 The rise of ‘edupreneurs’.....	102
6.2.2 Creating a conducive environment for the NiE programme.....	104
6.3 The NiE programme at <i>Daily Monitor</i> : Programmatic weaknesses and recommendations.....	108
6.3.1 Distribution of NiE papers.....	108
6.3.2 Teacher training.....	109
6.3.3 NiE language.....	109
6.3.4 Monitoring and evaluation mechanisms.....	110
6.3.5 Sustainability.....	110
6.4 Conclusion.....	111
Bibliography :(112-117), Appendices: (118-138)	

ACKNOWLEDGEMENTS

First of all, I am very grateful to God for Your eternal favor and blessing upon my life. I was able to complete this journey because You gave me life, strength and wisdom each new day. I also thank You for the wonderful plans that You have me in the future. I believe You will bring to completion the good work that You started in me.

I would like to acknowledge the NiE team at *Daily Monitor* particularly Dixon Ampumuza and Charity Byarugaba for their time and help in providing me with the valuable information and direction that I needed to carry out this research. I am also thankful to particular officials of, Uganda National Teachers' Union, Action Aid International Uganda, Zain Uganda, Reading Association of Uganda and National Curriculum Development Centre who shared their views about the *Newspapers in Education* programme and Uganda's education sector. I am also highly indebted to Fagil Mandy, and all the teachers that took time off to share their NiE experiences with me during the field work.

To my supervisor, Professor, Knut Lundby, I am thankful for your academic guidance and always helping me put things into perspective. I would not have completed this research without your support throughout the supervision period of Spring 2009, Autumn 2009 and Spring 2010.

My deepest appreciation and gratitude goes to my friends who have always been there for me. I am particularly grateful to Maria Muzaaki and Florence Namasinga and the entire Shekinah Church who have made Oslo feel like a second home to me. Thanks to your love and support, I managed to overcome the bad times and have a memorable stay in Norway! I would also like to extend my appreciation to all my friends back home in Uganda especially Winniefred Akeso and Catherine Isagaite. Your friendship, constant updates on what is happening back home brought so much light to my heart especially during the time of writing this thesis.

Special thanks go to my mother who is the rock of my life. You made many sacrifices to make sure I got an education despite the many challenges and difficulties. I have made it this far because of you. To my special friend, Charlie, Thank you for being a great partner and friend. You have held my hand every single day and never let go no matter what!

Lastly, I would like to thank Save the Children, Norway and the Quota Scheme programme for making this research possible.

List of Abbreviations

AAIU	Action aid International Uganda
ABC	Audit Bureau of Circulation
BOD	Board of Directors
CSR	Corporate Social Responsibility
DEO	District Education Officer
DIMP	Decentralised Instructional Materials Procurement Policy
EFA	Education For All
EMIS	Education Ministry Information Systems
ICT	Information Communication Technology
IEA	International Association for the Evaluation of Educational Achievement
MDGs	Millennium Development Goals
MOES	Ministry of Education and Sports
NAA	Newspaper Association of America Foundation
NABOTU	National Book Trust Uganda
NCDC	National Curriculum Development Centre
NGOs	Non Governmental Organisations
NiE	Newspapers in Education
NRC	Norwegian Refugee Council
NTBRMs	Non Text Book Reading Materials
P/S	Primary School
PEAP	Poverty Eradication Action Plan
PTA	Parents Teachers Association
RAU	Reading Association of Uganda
SMC	School Management Committee
SNV	Netherlands Development Organisation
ToT	Training of Trainers
TPR	Teacher-Pupil ratios
TTC	Teacher Training College
UN	United Nations
UNATU	Uganda National Teachers' Union
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPE	Universal Primary Education
WAN	World Association of Newspapers

List of figures and appendices

Figure 1: Conceptual and ecological framework of the study

Figure 2: Media literacy, Newspapers in Education programmes (NiE) & Quality education: A visual representation of the relationship between these concepts

Appendices

Appendix I: Interview guides

Appendix II: Map of Uganda showing the dimension of the NiE Programme in Uganda

Appendix III: *Daily Monitor* facsimile

Appendix IV: Sample 1 of NiE pullout

Appendix V: Sample 2 of NiE pullout

Appendix VI: Sample 1 of NiE Activity book

Appendix VII: Sample 2 of NiE Activity book

Appendix VIII: School newspaper resulting from the NiE programme

CHAPTER ONE

RESEARCH PROBLEM AND SIGNIFICANCE OF THE STUDY

1.0 Introduction

Uganda is a signatory to the Millennium Declaration that was launched at the United Nations (UN) Summit in September 2000. The declaration spells out the eight Millennium Development Goals (MDGs), which countries aim at achieving by the year 2015. The MDGs are: 1) *Eradicating extreme poverty and hunger* 2) *Achieving Universal Primary Education (UPE)* 3) *Promoting gender equity and empowering women* 4) *Reducing child mortality* 5) *Improving maternal health* 6) *Combating HIV/AIDS* 7) *Ensuring environmental sustainability* 8) *Developing global partnerships for development*.

Goal 2, which aims at ensuring that by 2015 all children everywhere, boys and girls alike will be able to complete a full course of primary school, is of major importance to this study. This study sets out to explore the contribution of the *Daily Monitor* newspaper towards improving primary education in Uganda through its Young Readers' programme titled *Newspapers in Education* (NiE). The NiE programme is particularly aimed at improving the literacy levels in Uganda by using the newspaper as a tool to address some of the literacy-related issues affecting the primary education sector.

At the World Education Forum, Dakar, Senegal in April 2000, Uganda was also part of the governments that re-affirmed their commitment to Education for All (EFA) and pledged to achieve the following six educational goals by 2015.

- (i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- (ii) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
- (iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- (iv) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- (v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

(vi) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.¹

UPE was initiated by the Government of Uganda with the aim of increasing access to quality primary education. The government committed itself to pay school fees, provide textbooks and other instructional materials for pupils, and to meet the costs of co-curricular activities, school administration and maintenance. Although this policy was initially aimed at four children of school-going age per family, it was revised in 2002 to cover all children of school-going age.

The introduction of UPE in 1997 led to a substantial increase by 132% in gross enrolment from the pre-UPE total of 3.1 million in 1996 to 7.2 million children in 2006. In 2004, Uganda recorded a gross enrolment ratio of 104.4% and net enrolment ratio of 86%. According to the national household survey 2005/06, the net enrolment ratio was 84%, reflecting a slight decline. Uganda is, therefore, on the right path to achieving the MDG target of 100% by 2015.²

However, the sharp rise in enrolment has since placed a major strain on all components of the system, including classrooms, supply of teachers, and the provision of textbooks and other teaching or learning materials. Despite the improvement in access, the education sector still faces a number of challenges and constraints which continue to undermine the full realisation of the expected benefits on the quality and efficiency of education service delivery.

To ensure that EFA is truly achieved, the challenge is not merely to guarantee universal access to education but equally to ensure that it is of good quality. One of the significant quality issues that the government is faced with is the failure of many children to complete primary education with desirable levels of literacy. Many children complete primary school without competent levels in reading and writing, and even those who pass the exams and move on to higher levels of education often read little beyond their textbooks (Parry, 2005:xxi).

In this study, the object of analysis is the NiE programme being run and coordinated by *Daily Monitor*, one of the leading independent daily newspapers in Uganda (Refer to appendix III). The Monitor was established in 1992 as an independent daily and relaunched as *Daily Monitor* in June 2005. The four literacy-related issues being addressed by the programme include: A poor reading culture among Ugandan school children, resource-poor teaching and learning environments, a

¹ http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml (accessed on November 29th 2008)

² Millenium Development Goals: Uganda Progress Report 2007 (Page 19)

closed and rigid teaching and learning environment, and an education system lacking in terms of life-skills development.

It is important to highlight that the implementers of the programme prioritize and place major emphasis on the problem of a poor reading culture among pupils in Uganda. Therefore, while addressing other literacy-related issues; the main goal of the programme is to develop life-long readers. The implementers of the project hope that by encouraging pupils to develop the habit of reading newspapers, in turn they will be motivated to read other text book and non-text book reading materials which in turn will boost their literacy levels.

In this regard, Oliveira (1996) posits that the ultimate goal of literacy is to enable individuals to construct meaning from text. Children acquire meaning through interacting with words, sentences, texts of all kinds and through accessing background knowledge to make predictions about the meanings of new text. Access to a variety of books and other reading materials such as magazines and newspapers facilitates that process.

1.1 Relationship between literacy and quality education

One of the most important steps a country can take to improve its economy and increase personal growth opportunities for its people is to provide quality education to all. Arguably, the most important element of a quality education programme is literacy. Without the ability to read, people are denied access to pertinent information about health, social, cultural, and political issues as well as sources of pleasure. Furthermore, in life, literacy is essential for grasping issues beyond one's locality and for coping with national, regional and global changes.

Nsibambi (2000) reasons that in the case of formal education, it is not only oral proficiency that is needed but the skills of reading are equally important. The higher a person goes within the education system, the more essential is the information that is conveyed through books, and those who can access books for themselves and can read them without help enjoy the greatest advantage. When individuals have finished their formal education, they still need to be able to access new information, whether it is in their areas of work, or in the nation's political life, or in their own personal and emotional development. Such information is far more readily available to those who can read than it is to those who do not (ibid: 3).

Broadly, literacy is conceptualized to include reading, writing and numeracy. However, the study chose to focus only on reading as a more restricted notion of literacy, which may limit the extent to which the results of the study are generalisable. It is also important to highlight that the NiE

programme is highly focused on promoting reading for pleasure. The programme aims at cultivating a reading culture among pupils for Non Text Book Reading Materials (NTBRMs) particularly newspapers.

Literacy constitutes the common thread running through the six EFA goals yet literacy levels in Uganda are still very low. This can be evidenced by the increased number of failures in the 2008 National Primary Leaving Examinations (PLE). There was a greater decline in the candidates' performance in the 2008 PLE, according to the results released on January 16 2008 by the Ministry of Education and Sports. The pass rate for 2008 was 80.2% compared to 86.5% in 2007 and 88.2% in 2006. Of the 463,631 pupils who sat for the 2008 PLE, 89,306 (19.3%) completely failed all the four subjects taught at primary school level. This implies the number of failures shot up by over 50%, compared to the two previous years. In 2007, there were 56,603 (13.5%) pupils who failed whereas 47,717 (11.8%) pupils failed PLE in 2006.³ Additionally, a 2002 study conducted by the Uganda National Examinations Board (UNEB) reveals that out of the 361,150 pupils who completed their Primary school cycle in 2001, only 13% were adequately literate in English (Muwanga et al., 2007:xv).

Parry (2000) attempted to establish the dominant literacies in Uganda. According to her, the type of literacy that most people will undoubtedly think of is what she calls 'schooled literacy'-the literacy that people encounter first in primary school and then develop through their years of secondary school education. It is literacy that, despite the policies of initiating instruction in the mother tongue, is still closely associated with English. This literacy has a powerful social function, for through the mechanism of exams, it controls access to metropolitan social structure and hence modern international culture. Because exams are so important in this kind of literacy, there is some danger that it will encourage only a limited kind of reading, one in which a reader struggles alone with the text and tries to learn and understand every word, but does not then apply the information in any practical way.

Similarly, in 2007, a Ugandan research team sponsored by the Rockefeller Foundation studied the literacy practices in primary schools in Uganda. Their findings were published in a book, *'Literacy Practices in Primary Schools in Uganda: Lessons for future interventions'* This study revealed that majority of the pupils in primary schools highly focused on the need to pass examinations read little else besides the prescribed textbooks (where these are available). In the view of this research team, unless pupils are given access to non-text book reading materials (NTBRMs), and unless these

³ <http://www.independent.co.ug/index.php/news/news/77-news/563-poor-ple-performance-where-is-the-problem> (accessed on February 16th 2009)

NTBRMs are both accompanied by and reinforced through appropriate policies and practices, poor reading habits and low levels of literacy among Uganda's school children are likely to persist (Muwanga et al., 2007: xv).

1.1.1 Government initiatives to boost literacy levels

The Government of Uganda is committed to bridging the literacy gaps in the primary education sector and has accordingly introduced a number of policies. Two relevant policies: The language policy and the policy of availability of NTBRMs are briefly discussed below.

The language policy in education

Several research findings suggest that initial instruction should be offered in a child's first language for better learning outcomes. After two to three years of instruction in this language, a child can learn a second language fairly effectively provided he or she is given many opportunities in the classroom to speak the language and the teacher speaks the language well (Clay, 1993).

English is the official language in Uganda and has therefore been the language of instruction at all levels of learning until recently. In 2005, the government introduced a new language policy as articulated in the Government's White Paper on Education (Republic of Uganda 1992:15-16). The key elements of the language policy relevant to this study include; Children are taught in their mother tongue from Primary One to Primary Four, English and the area language(s) should be taught as subjects from Primary One, English should then be phased in as the language of instruction from primary Four throughout the entire school system, The area languages should be examined at PLE and all national examinations in the school system are to be conducted in English.

In order to implement this policy, the District Local Governments are expected to set up District Language Boards that are to take responsibility for decisions on the choice of the language to be used in each district for instruction in the lower primary schools and responsibility for any other activities that promote local languages. However, financial and other administrative constraints are hindering the establishment and operation of such language boards. Thus in many districts, no decision has been taken concerning which language is to be used in the schools there.

While the language policy is meant to boost literacy levels, it raises a number of issues that may instead affect literacy levels in these schools. For example, if the teacher is being forced to teach these children in the local language yet the examinations are being conducted in English, can these children be expected to perform well in these exams? If pupils are being taught reading in the local language yet the reading materials available are in English, can these children be expected to

develop a reading culture? If teachers are trained in English and their instructional materials are written in English, can we expect them to effectively teach pupils how to develop a reading culture in the local languages? (Muwanga et al., 2007: 28)

1.1.2 Policies on availing Non Text Book Reading Materials in schools

The Ministry of Education and Sports (MOES) through its Instructional Materials Unit (IMU), has designed policies and strategies meant to ensure that schools receive instructional materials, including the NTBRMs. According to the MOES library policy (2003), ‘textbooks and instructional materials are to be put into the hands of learners for their active use at school and at home for reference.’

In 2002, the Ministry introduced the Decentralized Instructional Materials Procurement (DIMP) policy to decentralize the acquisition of the procurement process of instructional materials. According to DIMP (MOES 2003:4), 35% of the UPE capitation grants given to schools must be spent on instructional materials. The Ministry’s definition of instructional materials is as follows: Reference books (dictionaries, encyclopedias, atlases, grammar books), supplementary reading materials (picture books, stories, drama and poetry suitable for the age range, illustrated, non-fiction books), work books, charts, maps and cards (wall charts, pictures, graphs, wall maps, flash cards and work cards), teaching and learning aids (globes, jigsaws, abacuses, slates, science kits, cassette recorders) and poster cards (for teachers to make posters and charts).

This means that the 35% is not solely for NTBRMs but also supposed to cover many other materials. Thus, only a portion of this money can be spent on the NTBRMs and the decision concerning how much of this funding is spent on NTBRMs is left to the school administration. Considering the meager UPE funds given to the school per term (600 US Dollars), only 21\$ can be spent on instructional materials. In such a situation, it is most likely that these funds will be spent to buy text books to enable the pupils pass examinations rather than on NTBRMs to help them develop a reading culture (Muwanga et al., 2007: 29).

1.1.3 Other initiatives to boost literacy levels in Uganda’s schools

Parallel to government efforts to boost literacy levels in primary schools in Uganda, there have been other interventions by various organizations that are intent on addressing reading and literacy problems among Ugandan school children. For example Zain Uganda, a private Telecom company, is currently running the ‘*Build Our Nation*’ campaign where text books are distributed to primary schools countrywide. National Book Trust of Uganda (NABOTU) in association with the Reading Association of Uganda (RAU) have set up many reading tents throughout the country in which

children have access to NTBRMs. NABOTU is also in charge of organizing the annual 'National Book Week' event. This week is marked by events such as workshops for teachers and teacher educators on literacy training, book fairs, mobile book tents, poetry recitals and authors' dinners. This is done to create awareness about the importance of books and reading. Similarly, donations of NTBRMs have been made to primary schools by foreign embassies and other development partners such as, Action Aid International, Fountain Publishers and the British Council to mention but a few.

1.2 *Daily Monitor's* initiative to boost literacy levels in Uganda: The NiE Programme

NiE or "Newspapers in Education", is a programme originated by the World Association of Newspapers (WAN). NiE is the study of the newspaper as core news medium that students should understand as part of their media literacy. Also, it underlines the function of the newspaper itself as an additional "textbook," meaning an invaluable classroom resource for a host of other topics. Because of their invaluable functions of informing, educating, entertaining and constructively bringing the activities of the government nearer to the people, newspapers are now very popular as an instrument for promoting literacy. According to the WAN website, today there are more than 700 NiE programmes internationally in both print and e-versions.⁴

The idea of encouraging young people to read newspapers, or more generally to sample a range of news media, with the principal aim of training readers in a critical approach, is a recent one in Uganda. The NiE programme is an independent campaign being run by *Daily Monitor* with private sponsorship from corporate companies in Uganda. This study shows how through their Young Readers' programme, this media house is using newspapers as tools to improve the quality of education in Uganda. Encouraging pupils to develop the habit of reading newspapers and NTBRMs, is a concerted effort by *Daily Monitor* to tackle the literacy-related issues affecting primary education in Uganda.

The programme was introduced by *Daily Monitor* in March 2007 as a direct response to four issues that are affecting the quality of education in Uganda. The implementers believe that the introduction across the curriculum and use of newspapers within the classroom as teaching and learning tools can resolve the following literacy related issues; A poor reading culture particularly among Ugandan children, resource-poor teaching and learning environments, a 'closed' and 'rigid' teaching and learning environment and an education system that is lacking in terms of life skills development.

⁴ <http://www.wan.press.org/nie/faqs.php> accessed on 3rd November 2008

The programme is sponsored by private companies e.g. Zain Uganda, Citibank, Moneygram and Hima Cement and Development organizations including; Norwegian Refugee Council (NRC), ZOA Uganda and Netherlands Development Agency (SNV) Uganda, enabling *Daily Monitor* to reach over 100,000 pupils in 330 schools countrywide in the first year of its operation. Some of the districts that are directly benefiting from the programme are, Yumbe, Kumi, Kapchorwa, Tororo, Arua, Bukedea, Kamuli and Kabarole. Others include Kamwenge, Mbale, Soroti, Kapchorwa, Bukwo, Kiboga, Wakiso, Kampala, Jinja, Rukungiri, and Mpigi among others.⁵ The NiE programme can be implemented on all levels of education but currently *Daily Monitor* is targeting primary school children.

1.3 Statement of the problem

Internationally, the NiE programme has been tested and proved to be effective with research studies showing improved reading habits, improved performance, more lively learning and teaching environments in the participating schools. For example, in cooperation with the Newspaper Association of America Foundation (NAA), Dan Sullivan, of the University of Minnesota, led a survey team to find out measurable success of NIE programmes in North America. The results claimed that students in schools with at least some NIE programmes did 10% better academically than students in schools that had no NIE program.⁶

Nationally, since the NiE programme began, it has received glowing praises from teachers and pupils involved in the project, sponsors of different schools and the NiE Coordinators at *Daily Monitor*. According to an article in *Daily Monitor* of October 20th, 2008, titled, 'Running along smoothly with the activities' the programme has even been lauded by the Ministry of Education with Minister Namirembe Bitamazire proclaiming that had she known about the great lengths *Daily Monitor* and the various sponsors have gone to, her Ministry would have supported the programme even earlier.

In various editions of NiE, articles such as 'NiE changes lives of readers'⁷ 'Reading changes more than just grades'⁸ 'NiE changes lives in Kamwenge'⁹, 'The joy of NiE'¹⁰, 'Changing lives through the printed word'¹¹, 'Reading culture: NiE scores big'¹² are common features. The big question is;

⁵ Accessed from: <http://www.monitor.co.ug/artman/publish/nie> on 3rd November 2008

⁶ Full report can be accessed from: <http://www.naafoundation.org/pdf/measuresuccess10.pdf>

⁷ Source *Daily Monitor* archives of NiE found at: <http://www.monitor.co.ug/artman/publish/nie/index>, dated (September 29th 2008)

⁸ Ibid: dated November 10th 2008

⁹ Ibid: dated November 10th 2008

¹⁰ Ibid: dated October 6th 2008

¹¹ Ibid: dated October 6th 2008

¹² Ibid: dated July 14th 2008

‘Are these efforts of NiE really paying off?’ Is NiE in Uganda actually changing lives through the printed word as is being suggested?

My argument is that while there have been several press reports on the success of NiE, the programme MAY not be making any contribution towards resolving those aforementioned literacy-related issues affecting primary education in Uganda. Such stories implying that the NiE programme is growing in importance COULD be promotional pieces aimed at maintaining and attracting sponsors for the programme. *Daily Monitor’s* goals in introducing the NiE programme COULD be more economic than developmental since NiE has huge economic rewards attached to it. For example, NiE has the advantages of immediate circulation gains, and securing a future market.

Similar concerns have been raised by Piette and Giroux (1997) who had this to say about research on media education programmes such as NiE.

Another important point our analysis has brought into sharp focus is that research on media education has essentially concentrated on the development of didactic materials. Evaluating this material has not been a major concern. For this reason, questions like the following are not being asked: What is the impact of these programs? Do they succeed in developing critical skills? How do we measure this? In the present state of research, not enough attention is paid to the question of evaluation. It is as though, for researchers in media education, programs automatically succeed in developing critical skills (Piette and Giroux, 1997: 127).

This study therefore seeks to situate the NiE programme within a broader government policy framework on improving the primary education in Uganda. This research will seek to analyse the **FOCUS** of the NiE programme and its **CONTRIBUTION** towards improving primary education in Uganda.

1.4 Assumptions of the study

This study follows the underlying conviction I had that while campaigns like NiE are good in terms of media education and otherwise, newspapers are usually considered an *adult medium* making it difficult for children to easily identify and connect with them.

Secondly while the NiE programme has been praised for its success in the schools where it is being implemented and is said to be reaping fruits already as has been publicized in the aforementioned press reports, I was reluctant to believe these reports because it is too much to expect such a campaign that has been around for less than three years to have had an immediate effect on the quality of education in Uganda.

1.5 Research questions

The main research questions that guided this study were:

- a) **What is the FOCUS of the Newspapers in Education (NiE) programme by *Daily Monitor*?** The focus highlighted the particular issues the *Daily Monitor* newspaper and the implementers of the NiE project are addressing and why (the message aspect) and the opinions of some relevant stakeholders in the education sector in Uganda concerning these issues.
- b) **How is the NiE programme CONTRIBUTING towards improving primary education in Uganda?** Here, the study explored the contribution of the NiE programme towards resolving some of the literacy-related issues affecting primary education in Uganda.

1.6 Specific Objectives of this study

In conducting this study, I intended to achieve the following goals.

- To examine the editorial and other motivations of *Daily Monitor* in starting the NiE programme.
- To establish, from the point of view of teachers, how the pupils' reading culture and classroom performance has changed following the inception of the NiE programme.
- To find out the perception of key education-focused NGOs, Ministry of Education and Sports officials, and other opinion leaders in the field of education in Uganda on the NiE programme.
- To situate the NiE programme within the broader government policy framework on improving primary education in Uganda.

1.7 Significance of this study

More than 70 years of NiE experience have indicated there is no limit to a good newspaper's capacity to interest students in learning. Research that has been carried out by NAA have related NiE with improved academic performance, improved reading skills, increased community participation and increased interest in newspapers by children. Briefly stated, NiE has proved to work in America and Europe. What about Africa, particularly Uganda? This study partly emanated from my desire to uncover the progress and efficacy of the NiE programme in Africa. The NiE programme by *Daily Monitor* was the first of its kind in East and Central Africa making it a good case study. This research therefore attempts to show the working of an American dominated programme in an African setting.

Secondly, this study motivates previous research efforts on reading, literacy and language in Uganda. Of particular interest is the 2007 study of the literacy practices in primary schools in Uganda sponsored by the Rockefeller Foundation. The findings of this study suggest that with the introduction of NTBRMs such as newspapers within Ugandan classrooms, literacy levels will be boosted and the reading culture in Ugandan primary schools will improve hence improved education quality (Muwanga et al, 2007:xv). By analysing the focus and contribution of the NiE programme at *Daily Monitor* this study will be prompting further the previous research efforts by this team by exploring the impact of using newspapers in the classroom on pupil reading habits and literacy levels.

1.8 Conceptual and ecological framework

The traditional definition of literacy is considered to be the ability to read and write, or the ability to use language to read, write, listen, and speak. In modern contexts, the term refers to reading and writing at a level adequate for communication, or at a level that lets one understand and communicate ideas in a literate society, so as to take part in that society. United Nations Educational, Scientific and Cultural Organisation (UNESCO) has drafted the following definition: "'Literacy' is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts."¹³ Literacy opens up a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society.

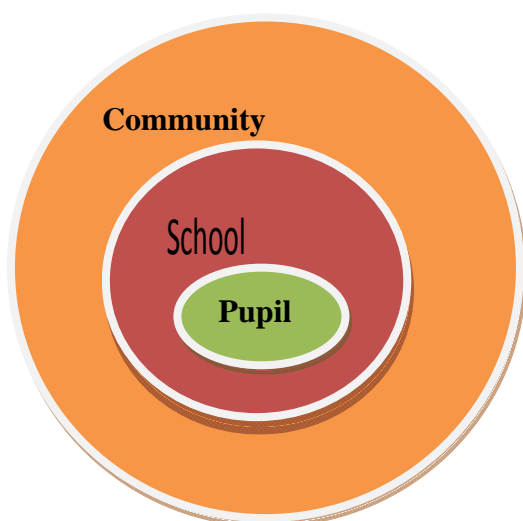
This study primarily focused on the development of reading skills, an approach that is generally consistent with the dominant view among experts that acquiring reading skills is important in the development of literacy.

The strong link between reading and literacy is observed by Wells (1992), who argues that to be fully literate is to have the disposition to engage appropriately with texts of different types in order to empower action, feelings, and thinking in the context of purposeful social activity.

To capture the different social, psychological, and process problems related to literacy, the study focused on reading as an aspect of literacy by simultaneously employing an ecological framework as illustrated in figure 1.

¹³ <http://unesdoc.unesco.org/images/0013/001362/136246e.pdf> accessed on 29th June 2009

Figure 1: Conceptual and ecological framework of the study



Source: Muwanga et al., (2007)

The ecological framework views individuals as functioning in a social context that influences their behaviours. Context consists of the human and physical environment in which events take place; it includes social levels (e.g. family groups, peer networks, school or work settings, community and the wider society) and sectors (e.g. social, technical and environmental). These levels, institutions or sectors within a community are seen as systematically related to and affecting one another (LeCompte and Schensul, 1999:52).

In relation to the study at hand, attitudes towards reading and use of NTBRMs are assumed to be shaped not only by pupils' interests and reading habits but also by the larger social and cultural milieu in which the teaching of reading takes places including home and schools. Additionally, the ecological paradigm assumes that change should be introduced in all sectors simultaneously. In the view of this research, if literacy levels and reading habits are to improve in primary schools in Uganda, changes have to take place simultaneously in all sectors and institutions affecting literacy and the reading habit otherwise these problems will persist.

1.9 Chapter Summary

This chapter described the central components of this study including the research problem, purpose, assumptions and research questions and showed their interconnectedness within the study. In addition to these major components, the chapter also described and illustrated other essential elements that comprise well-developed introductory chapters including the ecological and conceptual framework, as well as the significance of the study.

CHAPTER TWO

PROFILE AND FACTORS BEHIND THE INTRODUCTION OF THE NiE PROGRAMME IN UGANDA

2.0 Introduction

This chapter traces the history of the NiE programme worldwide and in Uganda. The chapter also presents research efforts that have been carried out to evaluate the efficacy of the NiE programme in different parts of the world. Additionally, the chapter includes an in-depth profile of the NiE programme by *Daily Monitor* citing the goals and objectives of NiE, the organization of the programme, the methods and rationale for school selection, programme outreach, management and distribution of the newspapers, level of penetration of the NiE, usage of the NiE paper and the ways of disposal of used newspapers. Furthermore, the factors behind the introduction of the NiE programme in Uganda are also discussed.

2.1 History of Newspapers in Education (NiE) programmes

According to the Newspaper Association of America Foundation (NAA), NiE is a concept that has been around for centuries dating back to June 8, 1795 when the Portland (Maine) *Eastern Herald* published the following editorial:

Much has been said and written on the utility of newspapers; but one principal advantage which might be derived from these publications has been neglected; we mean that of reading them in schools, and by the children in families. Try it for one session – Do you wish your child to improve in reading solely, give him a newspaper – it furnishes a variety, some parts of which must infallibly touch his fancy. Do you wish to instruct him in geography, nothing will so indelibly fix the relative situation of different places, as the stories and events published in the papers? In time, do you wish to have him acquainted with the manners of the country or city, to the mode of doing business, public or private; do you wish him to have a smattering of every kind of science useful and amusing, give him a newspaper – newspapers are plenty and cheap – the cheapest book that can be bought, and the more you buy the better for your children, because every part furnishes some new and valuable information.

Since then, newspapers all over the world have started similar programmes. Today, there are more than 700 NIE programmes internationally, both print and e-editions.¹⁴

¹⁴ (For a detailed account of the History of NIE :
<http://www.naafoundation.org/NewspaperInEducation/HistoryOfNIE.aspx> accessed on 7th June 2009

2.2 Advantages of using newspapers within the classroom

Sanderson (1999) puts forth strong arguments in favor of using newspapers within the classroom. He asserts that using newspapers within the classroom encourages extensive reading by giving students the confidence, the motivation and the ability to continue their reading outside the classroom. Newspapers also keep students informed about what is happening in the world, thereby extending their knowledge and deepening their understanding. For this reason, they are of general educational value and importance to students.

Language and culture are inextricably linked, and the newspapers of a given target community reflect its culture through the language they contain. At one level, culture permeates language through references to the people, places, institutions, customs and traditions of that community. Newspapers are therefore an invaluable source of cultural information, and the more widely students read, the greater their understanding of this socio-cultural meaning.

Newspapers contain a wide variety of text types and language styles not easily found in conventional language-learning materials (e.g. general course books), and students need to become familiar with such language forms. Newspapers provide a natural source of the varieties of written English that become increasingly important to students and valuable for language study as they progress.

The enormous variety of subject-matter in newspapers means that any one newspaper will invariably contain something of value or concern to every reader. This makes them interesting and motivating reader interest among students. Newspapers report real-life events, and this arouses our natural curiosity about the world around us and our fellow human beings.

Reading newspapers inside the classroom can help students discover their own tastes and interests. This in turn can play an important role in the process of motivating them to read of their own accord outside the classroom, thereby extending their contact with English.

English newspapers are an invaluable source of authentic materials, and their use on the language is very much in keeping with current thinking and practice in teaching pedagogy. Indeed, for many students, the ability to read and understand English language newspapers for work purposes represents a very real and tangible goal to aim for. Using newspaper materials in the classroom will also be particularly helpful for those students who may go to live or work in that target language community.

The diversity of information in newspapers enables teachers of English for specific purposes as well as teachers of general English, to choose current materials to suit the precise needs and interests of their students. This is especially important to teachers of specialist subjects in their search for suitable materials. Even a cursory glance through a newspaper and the special interest sections and supplements will reveal a wealth of material for those involved in teaching Law, Business, Tourism, Political Science and numerous other subjects.

Newspapers can also be used effectively with a wide range of levels from elementary to advanced. Newspapers have a degree of open-endedness built into them; this means that they are particularly suitable for mixed-ability classes, and that the stronger students in the class will have little or no advantage.

2.2.1 Research efforts to evaluate the efficacy of NiE programmes

Research carried out by NAA shows that NiE programmes positively influence student motivation, attitudes, academic skills and classroom communications. The newspaper is current and relevant. It keeps students informed and helps to mould them into responsible and socially aware citizens. The aforementioned study titled *Measuring success: The positive impact of Newspapers in Education on student achievement* revealed that in schools with an NiE program (serving at least one-third of the students), students on average scored nearly 30% higher than students from similarly populated schools with no NiE program.¹⁵ In another study by NAA, *Life Long Readers: Driving civic engagement*, it was revealed that newspapers play a role in encouraging young people to get involved in their communities.¹⁶

Additionally, NAA conducted a study, *Growing lifelong readers: The impact of student involvement with newspapers on Adult readership*.¹⁷ This research project resulted from NAA Foundation's desire to assess the impact its NiE programs were having on building future readership. In order to assess the potential impact of student newspaper involvement on adult newspaper readership, NAA looked at regular newspaper readership among individuals who were categorized as high, medium or low on the Newspaper Involvement Index and found that there is a *very* strong relationship. The study revealed that more than six out of ten of students with high newspaper exposure during childhood are regular readers as adults, compared to only 38% of those with no exposure.

¹⁵ <http://www.naafoundation.org/pdf/measuresuccess10.pdf> (accessed on 7th June 2009)

¹⁶ http://www.naafoundation.org/upload/foundation_pdf/civic_final_10%205%2007.pdf (accessed on 7th June 2009)

¹⁷ http://www.naafoundation.org/docs/Foundation/Research/Growing_fn.pdf (accessed on 7th June 2009)

The debate surrounding campaigns like NiE usually centres on a single question: to what extent can such campaigns stimulate young people's interests in newspapers? Karin Raeymaeckers, Laurence Hautekeete and Annelore Deprez studied in depth the Flemish participants in Third Grade of Secondary School (16-18 year olds) who took part in the NiE project between February and May 2005. The main question of their research dealt with the changes in attitudes towards newspapers among the participants.

In a comparative analysis of the results attained before and after the campaign, a number of important changes were noted among the participants, primarily in relation to attitudes about newspapers and the information they contain. These changes in attitude appeared to differ in magnitude according to the type of school in which the campaign was carried out. In the pre-campaign phase, it was clear that students from an academic background demonstrated the most positive attitudes towards newspapers. When analyzing the results collected after the campaign, students with a technical or vocational background had improved their attitudes and that the changes for these two groups were more significant than for students in an academic school. In this sense, the campaign succeeded in reducing the gap between groups of young people from different educational backgrounds. The most striking discovery, however, was the great extent to which the campaign succeeded in changing the attitudes of those young people with little or no access to newspapers at home.¹⁸

In 2008, SNV Uganda, one of the sponsors of the NiE programme at *Daily Monitor* contracted Rand Group Consultancy, a research firm to conduct a formative evaluation of the programme in the schools directly under their sponsorship. The research was conducted in four schools selected from the five districts of Kyenjojo, Kamwenge, Mbale, Kapchorwa and Kiboga.

According to the evaluation report, whereas the NiE programme has been operational for less than five years, there are some noticeable outcomes that can be attributed to the programme in the participating schools. For example, the rural schools got an opportunity to access newspapers which would otherwise be impossible without the programme. Access to newspapers has also improved the reading culture of both teachers and pupils in these schools. The newspapers have also supplemented the curriculum by providing alternative teaching and learning approaches for the teachers and pupils respectively. The report further revealed that teacher skills were enhanced with the NiE training especially where follow up and refresher trainings were organized. Pupils' self

¹⁸ <http://ejc.sagepub.com/cgi/reprint/22/1/89> (accessed on 7th June 2009)

confidence, vocabulary competence and interest in life skills have also been boosted by the programme.¹⁹

2.3 Profile of the Newspapers in Education programme at *Daily Monitor*

The main goal of the NiE programme is to: ‘Turn students into literate lifelong learners and informed citizens.’ Its mission statement is ‘Developing young readers’. According to an interview I held with the Young Readers Manager at *Daily Monitor*, the main reason for the introduction of the programme was to develop future readers of newspapers and other NTBRMs. In her words, ‘*The future of newspapers lies with the younger generation meaning that their reading habits are key to the future market of any newspaper house.*’²⁰ The NiE programme is therefore an effort by *Daily Monitor* to increase student desire and ability to read newspapers and other forms of literature.

Other objectives of the programme include; Improving literacy levels of primary school children, making learning more fun and improving the relevance of school education. This programme has been running since March 2007 with newspapers being delivered weekly for eight weeks in each academic term to selected schools.

The main target audience of the NiE programme is primary school children. Primary School in Uganda runs from Primary One to Primary Seven (P.1-P.7). Giving a reason for targeting this particular school level, the Young Readers Manager said, ‘*If Uganda, is to attain a good reading culture, the younger generation must be involved. All options available must be used to encourage children not only to read but to love reading out of their own will.*’ In June 2009, the programme was extended to selected secondary schools under the sponsorship of MoneyGram, an international money transfer agency.

2.3.1 Methods and rationale for school selection

According to an interview I held with the *Daily Monitor’s* Young Readers Manager, sponsors play a great role in determining choice of schools. NiE is an expensive programme that *Daily Monitor* cannot run on its own. The programme relies highly on sponsors who choose to fund newspaper delivery to different schools as part of their Corporate Social Responsibility (CSR) programmes. She said, ‘*The sponsors’ choice depends on their own factors and conditions. For example SNV chooses schools depending on their proximity to their project areas. As a result, they choose to sponsor schools in Arua, Mbale, Rwenzori, Kitgum and Pader districts.*’

¹⁹ Formative evaluation of SNV Uganda/Monitor Publications Newspapers in Education (NiE) project report

²⁰ I found it informative to include some interview excerpts in this chapter because they enrich it and provide more clarity. (Refer to Chapter four for a detailed account of the methodological approaches used in this study)

Daily Monitor's Young Readers Coordinator added on the above fact and told this researcher that since the programme is heavily dependent on private sponsorship, the choice of schools has to be in line with their own mission, vision, mandate and company goals. '*Basically, we go with what the companies want,*' he explained.

2.3.2 Organization of the NiE programme by *Daily Monitor*

The NiE programme is directly housed and run under the Marketing Department. The NiE team is composed of; Young Readers Manager, Young Readers Coordinator, NiE Sub editor, field staff (writers and photographers) and a NiE Consultant (contracted from WAN).

Before each school term, WAN prepares the international Newspaper in Education activities. Then *Daily Monitor* contracts the services and expertise of the WAN consultant (funds allowing) who together with the Young Readers' Coordinator localise the activity to fit the Ugandan setting. The Young Readers manager and Coordinator then prepare the training materials for teachers. One-day training is usually conducted during the school holidays by the Young Readers Coordinator in different districts. Trained teachers are then urged to organise in-school training for fellow teachers within their locality.

2.3.3 Teacher training

All participating schools have on average two of their teachers trained by *Daily Monitor* on how to use the newspapers in the classroom. However, teachers from both participating and non participating schools are allowed to attend the NiE training in the participating districts usually conducted during the school holidays. In the training program, teaching skills development, and integrating NiE into the teaching of all subjects are usually the main aspects covered. Other aspects covered include; ways of storing and disposal of the NiE newspapers. Basically, the training is meant to equip teachers with the necessary skills to use newspapers as teaching and learning tools.

The Young Readers' Manager and Coordinator prepare the training materials for the school terms' activity. The Training of Trainers (ToT) is done by the Coordinator. The trained teachers act as trainers for other teachers in their school. NiE coordinators are nominated in each of the participating schools during the training.

In all the schools, this Coordinator is the first point of reference for the project. He/she coordinates the distribution of the newspapers on arrival to the school, and also assists other teachers to integrate newspapers in their teaching and learning methodologies.

2.3.4 NiE programme outreach

The average number of pupils per school participating in the NiE programme is 500 pupils. Given that on average a total of 500 schools participate in the programme per school term, the estimated total number of pupils benefiting from the NiE with the support of different sponsors is 250,000 each school term. Given that the NiE programme has been in operation for a total of eight (8) school terms, on average about 2 million primary school children have benefitted from NiE as of August 2009. On the other hand, the average number of teachers that have been trained in the eight school terms is 1500.

2.3.5 Management and distribution of the newspapers

All participating schools are supposed to receive *Daily Monitor* newspapers every Monday during the School term. At the national level, newspapers are delivered by the *Daily Monitor* team every Monday of the week to the selected contact persons in the region or school.

The main challenge is the further distribution of the papers to the individual schools. In Rwenzori, one of the hard to reach regions, which is in a highly mountainous region, the delivery is done by the sponsor (SNV). In some cases, transport facilitation difficulties affect the delivery of the newspapers to some schools in the central and north eastern districts e.g. in Kiboga and Bukwo districts. In these cases, the newspapers are dropped at the District Education Officer's (DEO) office. Since there is no transport facilitation for the DEO, newspapers are sometimes picked only when the headmaster or teacher from the participating school goes to town. In such instances, the newspapers may reach the schools after one or two days. On arrival at the school, the NiE Coordinator is responsible for the management and distribution of the papers. Overall, once the newspapers are in the schools, teachers are given first priority in reading these papers and thereafter, the pupils also receive the paper either directly from the NiE Program Coordinator or from their Class Teachers.

2.3.6 Level of penetration of the NiE programme

In most cases, sponsors determine which classes are given priority in using the newspapers. Generally, there are two ways in which the programme can be implemented;

Shared Reading: Here all classes from P.1 to P.7 are involved. One newspaper is shared among 5 pupils. This has happened in schools sponsored by SNV, where all classes are covered.

Non-shared reading: Here the programme targets four classes; P.3-P.7. Each pupil in these classes receives a personal copy of the newspaper.

Overall, upper classes (P4-P7) are given first priority to receive the newspaper, while pupils in lower classes are usually considered afterwards.

On average, most schools receive 200 copies of the NiE newspaper. After school, most pupils carry the paper home to their families and similarly these papers reach teacher's families too. Newspapers also reach other schools in the community Board of Directors/School Management Committees (SMCs) and other pupils in the community.

The communities including parents can have access to the newspaper through their children when the paper is taken home. Parents also visit the school on the newspaper delivery dates, to read the newspaper, while others borrow the newspapers after the school has used them. Overall, the NiE programme outreach has extended beyond the target groups, to include other schools within the community of the participating school, parents and other members of the community.

2.3.7 Use of the newspaper

The newspapers are used alongside NiE activity booklets (*Refer to appendices VI and VII*). These are printed guides, with different exercises and tasks to be performed by every child on the programme. The children are supposed to read the newspaper which contains the NiE pullout. From what the children have understood, they are then supposed to do the different exercises in the activity books. Activity books are then collected and marked by their class teachers.

2.3.8 Ways of disposal of the newspapers

The most common method of disposal of NiE paper is storage of some copies in the school library, while the others are given either to pupils to take home or to neighbouring schools in what is known as the 'Daughter School' scheme.

Other methods of disposal of papers include; cutting out pictures to create "interest centres" especially for lower classes, cutting newspapers to make shadow window curtains (blinds), teaching infant pupils how to handle a pencil (tearing the papers using two fingers), modeling items and creating teaching aids such as maps and other crafts.

2.4 Factors behind the introduction of the NiE programme in Uganda

The factors behind the introduction of the NiE programme are both **economic** and **developmental**. Economically, the programme has the benefit of immediate circulation gains particularly on the newspaper delivery day (Monday). It is also a way of grooming future readers of the *Daily Monitor* newspaper hence securing a future market for *Daily Monitor*. This is based on the

premise that the future of newspapers lies with the younger generation therefore introducing newspaper content to children has the ability to attract them to the printed word and keep them as newspaper readers as they age.

This perspective was clarified by the NiE Sub Editor in an interview we had. He said, *'First of all, we'd like to see children read analytically. We want to see children reading the news analytically, knowing what's happening in their country and asking pertinent questions such as why this is happening. Why can't we have a better situation? We want to grow a readership that actually tasks their leaders in the country on very many issues. Ultimately, we also want to groom future Daily Monitor readers. NiE is about growing a market for Daily Monitor. We envision that 10 years from now when these children are making their own money, they will buy and read the Daily Monitor. For this reason, we are constantly asking them to tell us what they want to see in the newspaper. Their views and opinions will help us grow with them and produce a product that directly appeals to them.'*

On the developmental side, the NiE programme was introduced by *Daily Monitor* as a direct response to some literacy-related issues affecting primary education in Uganda. The implementers believe that the introduction across the curriculum and use of newspapers within the classroom as teaching and learning tools can solve these literacy related issues. A poor reading culture particularly among Ugandan children, Resource-poor teaching and learning environments, A 'closed' and 'rigid' teaching and learning environment and an education system that is lacking in terms of life skills development.

2.4.1 The reading culture in Uganda

A popular saying in Uganda is *'If you want to hide something from Ugandans, write it down. They will never find it because they do not want to read'*. The poor reading habits have had adverse effects on the country particularly on the primary education sector where literacy levels and academic performance have remained low. In an interview we held, The General Secretary of the Uganda National Teachers' Union (UNATU) explained the relationship between poor reading habits and poor learning outcomes. She said, *'Unless children have developed a habit of reading widely, they will not be able to read academic materials to enable them pass their exams. A child that has no reading interest is unlikely to have any interest in any academic materials which makes it difficult for them to have sufficient knowledge to answer exam questions.'*

When asked to comment on the reading culture in Uganda, The Young Readers Coordinator at *Daily Monitor* had this to say, *'We do not have a reading culture in Uganda. Children are also stuck in an education system that does not encourage them to think critically. They cannot apply what they learn in the classroom to the real-life situation. This is when the newspaper programme comes in to bridge this gap.'*

Bakka (2000) uses the term *functional illiterates* to refer to those who know how to read but do not do so in their daily lives. According to him, of all Ugandans who are literate, only a small percentage can clearly escape this label because most of them do little or no reading after completing school.

Possible reasons for the poor reading culture in Uganda

The question remains why many young people in developing countries like Uganda have not learned to read and developed a reading habit. This study found out that although there is limited documentary evidence to concur with the above perspective that the reading culture in Uganda is poor, there have been a few attempts to study the literacy practices in Uganda.

a) Adverse home circumstances

Research in developed countries has highlighted the contribution of the home environment to the development of pre-reading, vocabulary and comprehension skills as well as the development of positive reading habits and attitudes. Hess and Holloway (1984) present four areas concerning home literacy that influence reading achievement. These include; the value parents ascribe to reading and writing literacy; how parents encourage their child's reading achievement; access to reading materials and; parents reading with their children. Hart and Risley (1995) assert that opportunities for verbal interaction, influence reading behavior where a lower quantity of verbal interaction is a risk factor, since it is related to an unfavorable development of a child's vocabulary.

Similarly, Greany (1996) reasons that once the ability to read fluently has been mastered, whether a young person develops the reading habit depends to a great extent on home attitudes and circumstances. According to him, home factors that militate against the development of literacy in developing countries include illiterate parents and elders in the home, reticence about encouraging reading in the home, lack of appropriate reading materials, inability of parents to purchase any form of reading material, lack of space and light, number of household chores, child-labour practices, and in some instances, communal lifestyles which frown on solitary activities such as reading. Unlike their counterparts in more affluent countries, children in developing countries are unlikely to be confronted regularly with printed matter in the home (ibid: 12-14).

Research conducted in four Districts in Uganda (Iganga, Kalangala, Kampala and Kibaale) in 2007 indicated that of the 334 parents interviewed, 63% reported having some kind of NTBRM in their homes, while 35% said they did not have any. Furthermore cross tabulations were done to find out whether there was a relationship between the level of parents' education and the availability of NTBRMs in homes. The study revealed a significant difference between parents' level of education

and availability of NTBRMs at homes. For example, Kampala district, which comprised 83% of the parents who reported having some kind of NTBRM at home, also had the highest concentration of parents who had completed primary education and beyond (Muwanga, 2007).

b) Adverse school factors

Parry (2005) posits that the school is the heart of literacy in any modern society. Most people learn to read in school, and their experience of reading in school does much to determine what they read later in life. This means that it is difficult for most Ugandan children to learn to read without attending formal school therefore several school factors hinder the development of reading habits among children. The study revealed the following school factors that affect the reading culture in Ugandan schools.

- *Non attendance, poor attendance, non completion and repetition*

From 1997 when UPE was launched in Uganda, enrolment went up from 2.5 million in 1996 to more than 6.8 million children in 2001. Currently 7.6 million children are accessing UPE, of these 51.1 % are boys and 48.9 % are girls. However, despite the improvement in access; almost 27% of children in Uganda of school going age (aged 6-12) are still out of school.

Even if a child is enrolled in school, without regular attendance, it is almost impossible for him or her to acquire mastery of basic literacy skills. In 2001, the primary school drop-out rate in Uganda was 4.7% (326,000 pupils) but has drastically shot up over the years. World Bank statistics 2004 estimate the primary drop-out rate at 74.6% in Uganda.²¹ EMIS records indicate that out of 1,712,420 pupils who started Primary One in 2002, only 516,890 or 30% sat PLE in 2009.

High levels of grade repetition are features of some school systems. Repetition is often a precursor to dropping out of school early. In Uganda, the Education Ministry Information Systems (EMIS) recorded a total of 1,114,843 primary school repeaters in 2007. Of these 567,459 were male and 547,384 were female.²² In order to boost the completion rates, government introduced the automatic promotion policy in primary schools. Pupils continue from one grade to the next chronologically to Primary Seven without repetition even in cases of poor performance. Paradoxically, three years since the introduction of the policy, an unacceptably high number of pupils still drop out of school.

²¹<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,menuPK:3232818~pagePK:64168427~piPK:64168435~theSitePK:3232764,00.html> (accessed on 29th January 2010)

²² http://www.education.go.ug/2007_abstract_files/2007_primary_abstract/Repeaters_by_district.pdf (accessed on 29th April 2009)

- *Inadequate school instruction*

In developing countries, children have to depend on teachers for basic instruction to a greater extent than do their counterparts in developed countries. However, by the standards of industrialized countries, teachers in developing countries tend to be poorly qualified (Lockheed et al., 1991).

In Uganda, students may opt for teacher training without completing the Ordinary level (O-level) of Secondary education (four years) meaning that they may commence teacher training programmes as young as 15 and 16 years. Entry into the Teacher Training Colleges (TTCs) is based on minimum academic requirement of passes in six subjects, including Mathematics and English language at O-level. These academic requirements which are low are often weaker than those required to join professional courses such as Medicine, Law and Engineering. EMIS 2007 statistics revealed that the average highest qualification for the primary teacher in Uganda is O-level plus a certificate/Diploma.²³

Additionally, Makerere University Literacy Norms Project (2004) analysis of the TTC English language syllabus revealed that in the case of teaching English, a provision for the teaching of all four language skills-oral, listening, reading and comprehension-is made in the outline of the syllabus yet the methodology of instilling these skills and competencies among the learners is not included. Generally, with low qualifications in education and inadequate training, teachers tend to have low subject level mastery and inadequate pedagogical skills to teach reading.

Similarly, an official from the National Curriculum Development Centre (NCDC) pointed out to this researcher that since these teachers are ‘products’ of a system that does not value the reading habit therefore it is unlikely that they will pass on these skills to the learners. His view suggests that overall teachers’ lack of drive and interest in teaching reading is the result of never having been taught to read or never having had their interest in reading sufficiently developed.

- *Teacher morale*

Teacher morale in developing countries tends to be low, which generally can be attributable to poor salaries, working conditions and limited opportunities for professional development. In Uganda, the Government pays primary school teachers 200,000 Ugandan shillings (100 US Dollars) monthly which is often delayed. Absence of teachers, frequently dictated by the need to supplement meager

²³ http://www.education.go.ug/2007_abstract_files/2007_primary_abstract/Teachers_edctn_level.pdf (accessed on April 29th 2009)

incomes by taking additional teaching positions and/ commercial business, is common place (Lockheed et al., 1991). These teacher absences combined with disruptions and unscheduled school closings, reduce the amount of time available to pupils to develop and practice reading and writing skills.

- *Class size*

Although research literature in general does not indicate that large classes contribute to lower reading achievement scores, classes in some developing countries are too large to incorporate small-group or individualized instruction or to share limited resources such as supplementary readers. According to EMIS 2007 statistics, the average Primary teacher-pupil ratio in Uganda is 1:50. However, student-teacher ratios in excess of 60 have been recorded in the Northern region where the ratio is 66:1.²⁴ In such circumstances, the teachers cannot improvise and make their own reading materials because the class sizes are too large.

2.4.2 Resource-poor teaching and learning environments

Books are essential especially where teacher mastery of subject matter is weak and pupils do not have access to modern technologies. Terms such as ‘text book famine’ have been used to describe the lack of text books in Africa. In Uganda, in 1970, there was an average of one book for every three primary school pupils; by 1980 it had slipped to one per twelve students (Farrell & Heyneman, 1989). With the introduction of UPE in 1997, the textbook-pupil ratio in Ugandan government primary schools is 1:56 (EMIS statistics, 2007). Additionally, the government efforts to stock schools with text books do not prioritize non-academic materials that can encourage children to practice reading. There is a great need for supplementary reading materials.

According to Walter (1996), to develop the reading habit, children must learn to love reading. From an early age, children need to encounter as wide a variety of books as possible-books that entertain, arouse interest, and excite their curiosity. He adds that in much of Africa, as in other developing areas of the world, where textbooks may be the only reading materials found in the classroom, children often miss the opportunity to read for enjoyment, which results in their reading skills being severely under-developed. Because these children cannot read well enough to understand printed matter, textbooks become a source of discouragement rather than a source of knowledge. The consequences may be severe: students may develop an aversion to reading. Further, upon leaving the primary school system, they graduate into an almost book less society. With little access to

²⁴ http://www.education.go.ug/2007_abstract_files/2007_primary_abstract/Pupil_Teacher_Ratio.pdf (accessed on 29th April 2009)

books and other reading materials, these graduates may lose their limited ability to read and write, resulting into high level illiteracy and at least a partial waste of the state's investment in public education.

Broad reading of self-selected material is very essential for the acquisition of vocabulary, comprehension skills and development of the reading habit. In developing countries, the general dearth of reading material is most pronounced in the area of books other than text books. In addition students are less likely to have access to public libraries and bookstores than their counterparts in developed countries. Supplementary reading materials that meet students' interests are rarely found in classrooms in developing countries. Apart from the general unavailability of funds and the high unit cost of books, other factors that contribute to the shortage of materials are lack of booksellers, publishers, and writers of children's literature, and teacher discomfort with students' reading material that is not on the examination curriculum.

- *Book donation schemes*

In the absence of locally produced supplementary material for children and adults, schools and governments have on occasion used international book donation schemes. Donated material can serve the needs of certain audiences especially advanced students in technical and language subject areas. However, the language and frequently the content of donated materials may render them unsuitable for most young readers and non-specialist readers (Greany, 1996).

- *Newspapers*

Besides providing the major source of news information, newspapers allow people to exercise their literacy skills. Newspaper circulation figures are much lower in developing countries. Uganda's leading dailies are *The New Vision* and *Daily Monitor*. According to the Audit Bureau of Circulation (ABC) figures for April to June 2008, *The New Vision* sold an average of 34,368 copies daily while *Daily Monitor* sales over the same period were an average of 22,157 copies daily out of a total population of 30.66 million Ugandans²⁵. Recent data (2008) from the Steadman group, the leading media monitoring firm in Uganda shows that awareness and frequency of use of newspapers is limited to the elite especially in urban areas.²⁶

²⁵ http://www.popsec.org/key_facts.php#population_size (accessed on 23rd January 2010)

²⁶ Uganda all media and all Products Survey 2008 (Print report)

Young readers are first introduced to newspapers through their home environment. When the home environment is less likely to guarantee that newspapers are available on a regular basis (as is the case in developing countries), it can affect reading socialisation of future readers. As early as the research of Schramm et al (1960) it was found that there was a strong correlation between the media habits of children and of their parents. Also, Johnsson-Smaragdi (1994:126) defines modelling as highly influential. The research of Cobb-Walgren (1990) also concludes that access to newspapers in the home environment and the parental model are core to explaining non-readership of newspapers among young readers.

It is this critical issue of access of reading materials that the NiE programme is trying to address. With the programme, children in the participating schools have access to a newspaper which they can read while at school and at home. Teachers also get access to a newspaper copy and can use it during their free time and during class time. Simply put, the NiE programme is getting the reading materials directly in the hands of the learners.

2.4.3 A ‘closed’ and ‘rigid’ teaching and learning environment (teaching methods)

Teaching in many impoverished countries tends to be of the ‘chalk-and-talk’ variety with high priority being placed on the acquisition of basic skills. Much use is made of the chalk board (Lockheed et al., 1991). Discussions with the teacher or among small groups of students, encouragement of risk taking, and questioning of the material being presented-important factors in the development of language and reading skills tend not to be encouraged.

Izizinga (2000) explains that a possible explanation for Ugandan pupils’ reluctance to read can be found in the way in which reading has been traditionally taught. Most teachers assume that they ‘possess’ their classes and adopt a teacher-centered mode of teaching, assuming the role of experts who have to perform all the time and forgetting that learner-involvement is the key to learning how to read. During the reading lessons, they take it upon themselves to read to and for the class, even when the pupils have the same text in their hands. What happens in these lessons is very unrewarding because apart from practicing their listening skills, the learners have been given no chance to learn how to read or even a purpose to listen for.

A 1990-1991 International Association for the Evaluation of Education Achievement (IEA) study on literacy in developed and developing countries revealed that teachers in developed countries gave much priority than teachers of developing countries to aims concerned with interest and enjoyment of reading, whereas teachers in the developing countries gave significantly more weight

to skill development. The study findings further revealed that successful reading programmes appear to flourish in a context where many books are available and teachers encourage children to read and enjoy them (Elley, 1996:51).

Additionally, teacher usage of non-text book resources such as newspapers for teaching is not very common. The teachers are usually tied to their content books as the only text books to use as teaching materials resulting into a closed and rigid learning and teaching environment.

The aim of introducing newspapers into the classroom is to help the learners connect with their community, the nation and the world. The newspaper is commonly referred to as a '*Living text-book*' because its information is always current and it is adaptable to all classes and curriculum areas. The implementers of the programme believe that pupils are more likely to retain the knowledge gained through familiar real life examples in newspapers than through traditional textbook-centered learning.

The NiE Sub Editor explained this to me in an interview saying, '*The NiE programme re-affirms the role of a teacher as a guide in the learning process and not the source of all knowledge. Education in Uganda is dominated by what is taught from text-books but the teachers have been testifying to the limits of this medium. Newspapers are the best tools that teachers can use to link students to the realities of today. They are indeed more effective than text-books given their currency and constant re-invention. The short readable articles and interesting information about the country and the world is definitely what the children should be reading.*'

Additionally, through the NiE teacher trainings, teachers are made to realize that ideally, their task is to help their pupils to accept and assume their responsibility as learners and to become fully involved in classroom activities. During NiE activities, teachers are urged to take on roles as *Conductors* who direct the learning process by providing the reading materials, pointing out the skills to be aimed at, and seeing that the learners are practicing these skills appropriately; *organisers/monitors* who plan activities so that learners can have the opportunity to practice reading meaningfully, individually, in pairs, or even in groups. Teachers also check to see how the learners are carrying out the activities; *stimulators* who try to get learners to react and interact and; *consultants* who act as points of reference for their pupils, answering questions and solving problems as they arise.

Izizinga (2000) asserts that pupils of such teachers are likely to read intelligently, interpret, analyse, infer meaning, predict situations, and achieve a lot in a small space time. They acquire study skills and can learn on their own.

2.4.4 An education system that is lacking in terms of life-skills development

McGregor (2000) believes that in all education, there are three paramount principles; the enjoyment of shared experiences, clearly explained and well understood aims and methods, and carefully graded and achievable targets. The first principle emphasizes that pupils should have an education that will last them their whole lives. He argues that sadly there are many adults who have no interest in reading, in ideas, or in serious intellectual debate because at school, they were bored by irrelevant and unenthusiastic teaching and found learning pointless so they stopped it as soon as they could when they left school.

The second principle can help us to prevent this disappointment by explaining to our pupils as much as we think they can understand about what their various subjects in school are for, and why we use the methods we have chosen. Even young pupils can then readily become partners in their own education and may come to treasure it for a lifetime and above all, know how to go on without teachers when they have left school. The other principle is concerned with the fact that education systems fail to plan graded and achievable challenges for pupils (ibid: 11).

According to Greany (1996) because of teachers' emphasis on reading skills as opposed to reading for pleasure, children in a number of developing countries tend to view reading in terms of functional or utilitarian purposes, such as helping pass examinations. In Uganda's case this limits children's reading to the four examinable subjects at the PLE; English, Science, Mathematics and Social Studies. Relatively little emphasis is placed on reading for pleasure, because reading is not an examinable subject at PLE hence pupils hardly develop these reading skills.

2.5 Chapter summary

This chapter presents important background information that is essential in understanding the research problem at hand. The history of NiE programmes worldwide and research efforts to evaluate their efficacy is presented in this chapter. Additionally, the chapter presents the profile of the NiE programme at *Daily Monitor* by highlighting the methods and rationale for school selection, organization of the programme, teacher training, programme outreach, management and distribution of NiE newspapers, uses of the NiE newspaper and ways of disposal of the papers.

This chapter also answers one of the main research questions guiding this study. The focus of the NiE programme is discussed in this chapter whereby the issues that *Daily Monitor* is addressing are highlighted. These factors behind the introduction of the NiE programme are clearly described and illustrated.

CHAPTER THREE

MEDIA LITERACY THEORIES AND THEIR RELEVANCE TO THE NiE PROGRAMME IN UGANDA

3.0 Introduction

In developing a theoretical framework for the study, alternatives led directly to two fields; Development communication and media education. Development communication also known as communication for development and social change has been defined by scholars and practitioners using different words to define the subject, but their intent is constant. Simply put, development programmes cannot produce change without an ongoing, culturally and socially relevant communication dialogue among development providers and clientele, and within the recipient group itself. This involves the practical application of communication processes and technologies in achieving positive and measurable development outcomes (Servaes, 2008:15). In the case of the NiE programme, newspapers would be seen as the media tools or instruments being used to bring about some form of social change in the primary education sector in Uganda.

On the other hand, the NiE programme involves two concepts; media and education which can be examined under the wider field of media education. Qvortrup (2007) posits that the concepts of media and education can be combined in three ways: one can think of media education, i.e. education in the subject of mass media. One can think of media socialization, i.e. education within the context of a media society in which pupils and students are experienced media users. Finally one can think of educational media, i.e. media used for educational purposes which is the major focus of this thesis.²⁷

After an in-depth analysis of both lines of theory, I chose to use the media education theories because in the development communication theories, communication media such as newspapers are seen as important tools in achieving development or bringing about some form of social change but *their use is not an aim in itself*-interpersonal communication too must play a fundamental role. This is contrary to the goals and objectives of the NiE programme in Uganda where the newspaper itself is not just a 'channel' for development but actually its use as a teaching and learning tool is the aim in itself.

²⁷ <http://www.seminar.net/current-issue/media-pedagogy-media-education-media-socialisation-and-educational-media> (accessed on 10th February 2010)

In this chapter, I explore the different approaches to media education and media literacy. This chapter presents competing approaches to media education and building on these conceptions, situates the NiE programme in Uganda within these debates.

3.1 Media education and media literacy: What is the difference?

According to Buckingham (2003), media texts often combine different ‘languages’ or forms of communication: visual images (still or moving), audio (sound, music or speech) and written language. Media education therefore aims to develop a broad-based competence, not just in relation to print, but also in these other symbolic systems of images and sounds. This competence is frequently described as a form of ‘literacy’; and it is argued that, in the modern world, ‘*media literacy*’ is just as important for young people as the more traditional literacy of print. Buckingham therefore understands *media education* as the process of teaching and learning about the media; *media literacy* is the outcome—the knowledge and skills learners acquire (Buckingham, 2003: 4).

Other scholars and authors have defined media literacy in more or else the same way. However, within the media education circles, there is a debate about what actually constitutes the field of media literacy particularly in line with pedagogy (how it is taught) and scope (how far it should spread) (Hobbs, 1998).

3.2 Approaches to media education and media literacy

The genesis and development of any new subject is in part a history of contest for curriculum space and of struggle between competing traditions and ambitions. Media education has been no exception. While there is a growing interest in the need for media literacy, there is also much debate about why and how to teach it.

The oldest and traditional approach to media education emerges from fear of media and aims to protect or inoculate people against the dangers of media manipulation and addiction. This is commonly referred to as the *Protectionist* or *inoculist* approach to media education. This approach posits that audiences are passive victims as exemplified by Neil Postman (1985) in his books *Amusing ourselves to death* and *Technopolis*. Postman warns that TV has become a powerful force of pedagogy that dominates the attention, time and cognitive habits of young people. The media was seen here as a corrupting influence, offering superficial pleasures in place of the authentic values of great art and literature. This process of training students has been described by subsequent critics as a form of ‘inoculation’; in other words, as a means of protection against an anti-cultural environment, a machine-produced media ‘culture’ (Halloran and Jones, 1968; Masterman, 1980, 1989, Buckingham, 2003).

A second approach to teaching about media is present in media arts education, where students are taught to value the aesthetic qualities of media and the arts while using their creativity for self-expression through creating art and media. These programmes can be found most often inside schools as standalone classes or outside of the classroom in community based or after-school programs (Kellner and Share, 2007:7).

A third approach to media education can be found in the media literacy movement in the United States. According to the definition of media literacy provided by one of the organisations in this movement, 'media literacy is seen to consist of a series of communication competencies, including the ability to Access, Analyse, Evaluate and Communicate'. This approach attempts to expand the notion of literacy to include multiple forms of media (music, film, video, internet, and so on) while still working within a print literacy tradition (Kellner and Share, 2007:7).

Another approach gives importance to media being used for educational purposes as aids to learning and disseminators of knowledge and experience. According to Masterman (1989), this approach recognises the dangerously wide gap which can exist between what is often hermetically sealed world of the classroom and the environment, rich in educational possibilities, to which pupils are exposed out of it. It attempts to close this gap by making practical links between schools and out-of-school educational influences, amongst them the media (Masterman, 1989: 62-4).

This approach comprises two distinct features; *The integration of the mass media (among other influences) into the teaching of all subjects*. Secondly, *the media is conceptualized as part of the 'environment' in which we live*, a view of the media, not as symbolic systems but as unproblematic sources of 'experience'.

This view calls for a more holistic or ecological approach to media education. It emphasizes the need to encourage the development of media education and media literacy skills in the teaching of all subjects. As one of the advocates of this approach to media education, Masterman cites some important reasons as to why media education and media literacy skills should be developed in the teaching of all subjects; Hit by financial cutbacks, many schools are finding it difficult to provide as wide a range of educational and other materials as needed and are beginning to rely on other material provided by other institutions. This includes media houses such as *Daily Monitor* in Uganda that provides schools with free copies of newspapers through their NiE programme. He adds that teachers of all subjects will find it valuable to have an informed interest in and an up-to-date knowledge of media treatment of the topics they cover (Masterman, 1989: 242)

3.2.1 Moving ahead: Critical media literacy

Critical media literacy, as Kellner and Share (2007) would advocate it, builds on all the above approaches, analyzing media culture as products of social production and struggle, and teaching students to be critical of media representations and discourses, but also stressing the importance of learning to use the media as modes of self-expression and social activism. They stress that media cannot substitute for print material and classroom teaching, and should be seen as a supplement to traditional materials rather than a magic panacea for the failures of traditional education.

Critical media literacy expands the notion of literacy to include different forms of mass communication and popular culture as well as deepens the potential of education to critically analyse relationships between media and audiences, information and power. It involves cultivating skills in analyzing media codes and conventions, abilities to interpret the multiple meanings and messages generated by media texts (Kellner and Share, 2007:4).

Critical media literacy thus constitutes a critique of mainstream approaches to literacy. This involves a multiperspectival critical inquiry of media culture and cultural industries that addresses issues of class, race, gender, sexuality, and power and also promotes the production of alternative counter hegemonic media. Media and Information Communication Technology (ICT) can be tools of empowerment when people who are most often marginalized or misrepresented in the mainstream media receive the opportunity to use these tools to tell their stories and express their concerns. For members of the dominant group, critical media literacy offers an opportunity to engage with the realities that the majority of the world are experiencing. The new technologies are powerful tools that can liberate or dominate, manipulate or enlighten, and it is imperative that educators teach students how to critically analyse and use these media (Kellner, 2004).

3.2.2 Critical media literacy and the re-construction of education

Proponents of the critical media literacy theory suggest that critical media literacy can reconstruct education for the contemporary era, expand the concept of literacy, and contribute to the radical democratization of education and society.

The critical media theorists argue that literacy comprises gaining competencies involved in effectively learning and using socially constructed forms of communication and representation. Because literacies are socially constructed in various institutional discourses and practices within educational and cultural sites, cultivating literacies involves attaining competencies in practices in contexts that are governed by rules and conventions. Literacies evolve and shift in response to social and cultural change and the interests of elites who control hegemonic institutions, as well as

to the emergence of new technologies. These scholars argue that if education is to be relevant to contemporary life, engaged teachers must expand the concept of literacy and develop new curricula and pedagogies (Kellner and Share, 2007:5).

Critical media literacy therefore not only teaches students and pupils to learn from media, to resist media manipulation, and to use media materials in constructive ways, but it is also concerned with developing skills that will help create good citizens and that will make individuals more motivated and competent participants in social life.

In this regard, the implementers of the NiE programme worldwide suggest that newspapers play an important role in helping all readers — young and older — become active and informed citizens. Young readers first learn about their community and about public issues through such reading. They learn about elections, candidates and public issues from newspapers in more depth than from other media. Along with a sound education in civics and government, newspapers are an essential resource in guiding the younger generation to fulfill their civic responsibilities.

News-related activities such as talking about current events with teachers, parents and peers are also assumed to have a positive impact on a person's later involvement in and knowledge of public affairs.

Finally, NiE programmes also groom pupils on how to speak their minds and make their feelings known on political and social issues. This freedom of expression on matters of public interest is seen as a form of civic engagement.

3.2.3 The freirian connection

Critical media literacy theory is most relevant to progressive and transformative education when taught through a democratic approach with critical pedagogy that follows closely the idea of progressive educators like John Dewey and Paulo Freire. Dewey championed education for democracy and placed emphasis on active learning, experimentation, and problem solving. Dewey's pragmatic approach connects reflection with action (1916/1997).

Using a problem-posing pedagogy, Brazilian educator, Freire (1976) calls for critical consciousness that involves perception of concrete situations and problems as well as action against oppression. The problem-posing alternative that Freire exercises requires dialogical communication between students and teachers where both are learning and teaching each other. This method necessitates

praxis, critical reflection, together with action to transform society. For this reason, media education should ideally involve both analysis and alternative student media production.

For Paulo Freire (1976, 1978), true education begins with the questioning and testing of established knowledge, norms, values, ideas, and practices that define our reality and shape our consciousness to see whether they are necessarily true or otherwise in our own social, historical, and ideological reality. This he calls, *conscientisation*-in which the people are given the tools to perceive and name their world. These 'tools' are rightly, communication tools-language and literacy, and numerous forms of expression (e.g. newspapers, posters, dramas, films, photography).

Hence, to improvise from Freire, true media education does not lie primarily in the acquisition of language fluency, social skills, or the ability to collect and string together facts. Neither does it lie in our dexterity at twiddling knobs and manipulating hard-and softwares. Rather, education that conscientises creates a critical awareness of the structural boundaries set up by the dominant groups and classes to control our lives and the realisation that radical transformation of our social reality is possible.

For Freire (1976: 25): 'Conscientisation is a permanent critical approach to reality in order to discover it and discover the myths that deceive and help maintain the oppressing dehumanising structures.' A critical approach to media education does offer us that opportunity to 'penetrate' the media, and 'know' it. This, however, requires a grasp of the fundamental links between the numerous realms - social, cultural, political and economic-in society. It is essential that media students not only learn how to construct media artifacts but also to 'deconstruct' media messages and recognise the underlying institutional and organisational power relations as well (Nain, 2001:217).

3.2.4 Dialogue-reflection-action theory

Masterman acknowledges the influence of Freire in his classical text *Teaching the media*. He stresses the importance of the processes of dialogue-reflection and action within media education. For Masterman (1989: 32):

Dialogue-reflection-action: The component parts of Freire's formula for a liberating education are to be understood dialectically. Dialogue is both a basis of reflection and action, and the site to which they return for continuing regeneration. Dialogue-an approach I think demanded media-education-needs to be differentiated from discussion, a distinction which may serve to reinforce that already made between an 'approach' and a method.

Masterman argues that discussion, whilst far preferable to teacher-dominated discourses, and having some potential to transform consciousness, often falls short of this. At its most limited, dominated and controlled by the teacher, it can be merely a manipulative mechanism for enabling her to pass on information already in her possession, a scarcely disguised form of 'banking' education.

He adds that, discussion too frequently leaves things as it finds them. It can change individuals, but as a method it is ideally suited to the purposes of those who seek, consciously or unconsciously, to manipulate students. Worse, still, it can function as a safety-valve which conveys to the participants the illusion of action, whilst the problems under discussion remain unaltered. On the other hand, dialogue involves a genuine sharing of power-even if differential power relationships exist outside of the dialogue. Participants need to maintain an attitude of reflective self-criticism upon their thinking and actions within the dialogue in order to eradicate manipulation. Dialogue involves listening carefully and responding directly to what has just been said. It is genuinely a group process (rather than something which is engaged in by a number of discrete individuals) in which members recognise the power which can be generated through co-operative learning, group action and reflection, and are prepared to work through the group in order to maximise their own effectiveness (Masterman, 1989: 33).

Through dialogue it is possible to develop dialectical thinking, which recognizes the internal contradictions, and tensions which exist within the group and within each individual, and which understands that such contradictions are inherent in all situations and issues which the group explores. Dialogue does not attempt to dissolve contradictions into consensus, but actively seeks contradictions out as the motivating power for change. Dialogue seeks to understand phenomena, including the group's own activities, not as static and 'knowable', but always in their processes of change and development. Whereas discussion frequently does little more than re-cycle pre-existing ideas and knowledge, dialogue aims to generate new and more complex forms of understanding.

Finally, dialogue is oriented towards action. Using and intervening in the media are important parts of media education course, but action is more likely to be successful if it is undertaken by a group than by individuals, and if it is based upon a dialectical analysis of the situation in which it is proposed to intervene (ibid: 33).

In brief, Masterman (1989) calls for a philosophical approach to learning, rather than simply a pedagogic method in teaching about the media. This approach follows closely that practiced by Paulo Freire, who argued for a pedagogy which would liberate rather than oppress or domesticate. His approach rests firmly on a belief in our human potential to reflect critically upon our

experience, to discover what within our own and others' experiences, oppresses and limits our thinking and our actions, and finally to act in order to transform those debilitating factors of which we are part.

3.2.5 Critical media literacy as an agent of change and sustainability

Critical media literacy is also tied to the project of radical democracy and concerned to develop skills that will enhance democratization and civic participation. It takes a comprehensive approach that teaches critical skills and how to use media as instruments of social communication and change. The technologies of communication are becoming more and more accessible to young people and can be used to promote education, democratic self-expression and social progress (Kellner and Share, 2007:17).

Using media within the classroom as with the NiE programme, is considered a transcurricular approach that transcends and dissolves the borders between the disciplines in school. In the same way, it is a link between school and the life worlds of children and young people outside school. Media are seen as mediators and call for a number of competencies/abilities that prove useful and productive for lifelong learning. Sustainability in education means providing our students with skills and abilities that not only make them fit for professional life but enrich them both individually and socially. Equipped with these tools, they are prepared for lifelong learning (Krucsay, 2008:198).

Critical media literacy assigns individuals power over their culture and thus enables people to create their own meanings and identities to shape and transform the material and social conditions of their culture and society. Many critical educators have been promoting these goals, including Masterman (1994) who proposes that media education's aim for critical autonomy is empowering students to be independently critical. Robert Ferguson (2001) suggests that our relationship with media is not autonomous but rather they depend on taking positions related to social contexts. Ferguson calls for *critical solidarity* which means teaching students to interpret information and communication within humanistic, social, historical, political and economic contexts for them to understand the interrelationships and consequences of their actions and lifestyles (Kellner and Share, 2007:18). This is closely related to one of the intentions of the NiE programme which is to teach pupils and students to be independent critical thinkers, who will be less dependent on media framing and representations.

Luke (1997) notes that a major challenge in developing critical media literacy, however, results from the fact that it is not a pedagogy in the traditional sense with firmly established principles, a canon of texts, and tried- and-true teaching procedures.

3.3 Literacy as social practice: The ideological model of literacy

The proponents of the critical media theory believe that 21st Century schools must change the way they teach by empowering students to analyze and use media technology to express their views and visions in critical solidarity with the world around them. Literacy must be reframed to expand the definition of a text to include new modes of communication and to enhance our critical analytical processes to explore audience reception, ideology, social justice, and oppression as well as the political, economic, historical and social contexts within which all messages are written and read. Critical media literacy offers the tools and framework to help students become subjects in the process of deconstructing injustices, expressing their own voices, and struggling to create a better society.

The ideological model of literacy

The critical media literacy approach is closely related to a view of literacy that refers more directly to real-world concerns. This approach to literacy has been referred to as the 'Ideological model of literacy'. This model posits that literacy is a social practice, not simply a technical and neutral skill; that is always embedded in socially constructed epistemological principles. It is about knowledge: the ways in which people address reading and writing are themselves rooted in conceptions of knowledge; identity, being. Literacy in this sense, is always contested, both its meanings and practices. The ways in which teachers or facilitators and their students interact is already a social practice that affects the nature of the literacy being learned and the ideas about literacy held by the participants especially new learners and their positions in relations of power (Street, 2001:8).

According to the ideological approach, the emergence of literacy and the acquisition of literacy abilities is a complex social process which takes place in diverse historical situations and entails more than learning to read and write. Like a substance that crystallizes in a solution, literacy crystallizes into various literacies in the course of social change. (Olson & Torrance, 2001:43). This view of literacy is closely tied to the *Social empowerment model of literacy* which moves beyond the goal of personal empowerment and links literacy development with social change.

This approach to the notion of literacy emphasizes innovative practices of participatory and interactive literacy learning and new learner-centered strategies. It proposes the use of suitable pedagogies, including pedagogical materials, which allow the reader to understand how the script serves the learner both as a reader and a writer. (Olson & Torrance, 2001:14). Similarly, traditional pedagogies based on classroom lessons are now seen as inappropriate and are being replaced with study groups and cooperative learning (Prinsloo and Beier, 1996; Boyarin, 1992).

A rich array of reading materials such as newspapers to meet both functional and literary interests should be provided. Readers are unlikely to invest the effort required to learn to read merely to have contact with official information provided by government or institutions that want to convey specialized information. Consequently, the establishment of authors, publishers, and distributors of written materials such as *Daily Monitor* through the NiE programme designed to meet the needs and interests of readers is essential if literacy is to be self-sustaining (Fagerberg-Diallo, 2001).

3.4 Engagement theory

Research has shown that when children are brought to the stage of learning when they are actively involved in their classes and where their experiences have become a part of the learning processes, they tend to remain longer in school and to attend regularly. This can be further explained by the 'Engagement theory' (Guthrie & Wigfield, 1997). According to this theory, high levels of learner engagement will result in high motivation, which in turn will activate the cognitive strategies needed, and successful reading. These strategies are deliberate, conscious, and effortful and thus are dependent on motivation for maintenance.

Engagement research in the field of reading has linked motivation to personally meaningful reading. This means that for written language to be meaningful, the child must first see its everyday action vocabulary being transferred from the spoken word to written words and then read about it. This will allow the teacher to build on the child's meaningful language rather than develop an isolated reading skill, based on unfamiliar words. The teacher can do this by using reading materials which are socially and culturally familiar, such as newspapers, children's own stories or stories which are predictable. Such stories infuse children with a sense of control and confidence in their ability to read (Slyva & Blatchford, 2003).

The implementers of the NiE programme believe that providing an informal, interactive forum to children will lead them to improve their reading skills. Additionally making available literature suitable to children will create interest in reading, writing, speaking out and lead to children's enjoyment of the learning process. Lastly, conditioned in-put focused on desired values will lead to children's acquisition of life skills.

3.5 Media literacy: The case of Newspapers in Education (NiE) schemes

As previously explained, NiE is a strategy in which a teacher uses all kinds of newspaper content as the raw material to help teach lessons in all kinds of subjects. NiE is the use of the newspaper as an educational resource for any subject. The newspaper can be used to provide lessons in basic

reading, mathematics, politics, science, social studies, geography and critical thinking. NiE can be carried out at all levels of education and the lessons can be designed to tie in with the national school curriculum.

In most cases, NiE schemes are seen to promote an entirely uncritical use of newspapers. Instead they are seen to be concerned about stressing the liveliness, attractiveness and relevance of newspapers within the study of school subjects, as an adjunct to text books.

Incorporating media into public school education holds important political benefits for making learning more experiential, hands-on, creative, expressive, and fun. Media can bring pleasure and popular culture into main stream education, thereby making school more motivating and relevant to students (Kellner et al, 2007:7).

The question is whether using media as educational tools within the classroom constitutes some form of media literacy? Masterman argues that programmes such as NiE want to promote the idea that the very use of the media in the class room itself constitutes a form of media education which should not be the case (Masterman, 1989: 265).

However, according to WAN, the founders of the NiE programmes worldwide, the study of the newspaper itself as a core news medium is seen to be an invaluable step in any approach to media literacy. In the media literacy context, students learn how to access, analyze, and evaluate newspaper content, as well as how to have an effect on and even create that content themselves.

The newspaper also serves as one of the tools for understanding other media. Reflecting on and discussing both newspaper content and the information process leads to a better understanding of and a stronger involvement in society. So, while improving media literacy, NiE also serves as a means to improve citizenship, as recent research in some countries has shown. In Aralynn McMane, words 'Newspapers worldwide are doing all kinds of activities that promote basic literacy (with programs for both adults and children), critical thinking and media literacy' WAN Director of young readership development.²⁸

Schematically, UNESCO also observes two schools of thought on media education. The first claims the use of media as a teaching tool incorporated within a particular teaching methodology and subject. The second is to ensure that media consumers are well informed about media ethics so

²⁸ <http://my.wobook.com/00000002796d65f61354a2b67c83db7dafad8a9eeabff10f25> (accessed on June 7th 2009)

that they can deconstruct media products and judge the value of the content with some objectivity.²⁹

According to the European Commission, media literacy involves a variety of skills, and abilities related to media, its images, language, and messages: Media literacy may be defined as the ability to *access, analyse* and *evaluate* the power of images, sounds and messages which are now being confronted on a daily basis and which are an important part of our contemporary culture; as well as to *communicate competently* using available media, film, radio and recorded music, print media, the internet and other new digital communication technologies (Tornero, 2008: 104).

The above approaches to media education and media literacy seem to suggest an ‘*integrative media education*’ where students are taught to critically analyze the media as well as use them as tools for self-empowerment. This line of thought has been fundamental in the development of the critical media literacy line of thought.

3.5.1 Linking Media literacy skills, the NiE programme and quality education

In order to link the NiE programmes to media literacy, there is need to consider **the approach and conceptualization** of media literacy as well as the **skills** or areas of competence related to media literacy. The NiE programme can be seen to follow the media literacy approach that gives importance to media being used for educational purposes. Newspapers are good ways of helping pupils make a practical link between the classroom and the environment. Newspapers are seen to be part of the environment we live in and provide a wealth of information regarding the happenings of the world around us.

However, this approach alone cannot fully cover the whole concept and design of the NiE programme. Besides encouraging the use of newspapers as educational tools, the programme also aims at teaching young people how to ‘construct’ and ‘deconstruct’ media messages. Through the programme, young people are prompted to use the newspapers as means of self-expression as advocated for in the critical media literacy theory discussed above.

According to Tornero (2008), the skills related to media literacy can be summarized in four areas of ability: *access, analysis, evaluation* and *creative production*.

²⁹ Address by Mr Abdul Waheed Khan, Assistant Director-General for Communication and Information of UNESCO, on the occasion of the Opening of the International meeting Media Education: Advances, Obstacles, and New Trends since Grünwald: Towards a Scale Change

Access: This refers to the physical access to the media and the ability both cognitive and practical to use such media properly. Access conditions obviously vary according to the physical availability of the media and the social and institutional rules and regulations governing the use of the media and the different kinds of capabilities in using the media properly.

Analysis and evaluation: This refers to the ability to read, understand and evaluate media content. It also refers to the ability to sense and understand the conditions and possibilities of the media as tools. There are several sub-areas to reading, understanding, and evaluation: 1) the ability to seek, locate, and select information to suit individual needs; 2) the individual ability to evaluate the information according to parameters such as truthfulness, honesty, neutrality and interest of the media house. Analysis and evaluation involve the most sophisticated abilities and skills such as critical thinking and personal autonomy.

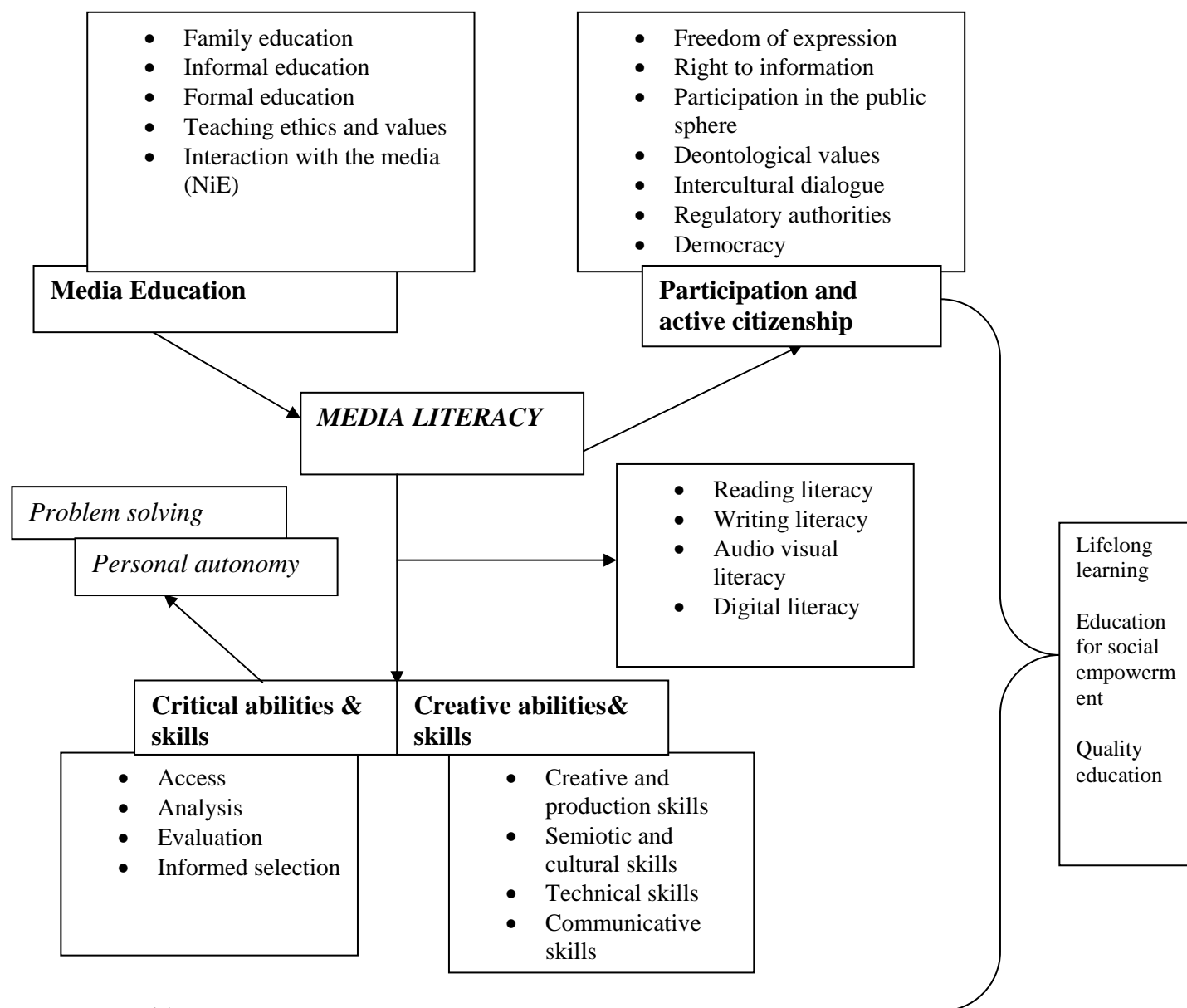
Communicative competence: This is the set of abilities that allow individuals to create messages from different codes-and produce and distribute them using different media available. Therefore it includes creative, technical, semiotic and social skills. The theory of communicative competence goes back a long way. Originally, it referred to the ability of speakers to use their linguistic abilities adequately, according to the target group and the context.

It was further redefined as a universal pragmatic skill that allows interaction between people and is based on rules. This is the skill which should be normally widespread, that allows citizens to be active and engage in the public sphere. It is precisely in this light that it should be seen as a skill for civil communication.

All these skills discussed boost aspects of personal development: consciousness, creativity, critical thinking and problem solving abilities. Media education driven by programmes such as NiE therefore has an important effect on producing desired changes in educational vision, perceptions and school practices.

These concepts can be linked to and complemented by, different terms and areas involved in media literacy as shown in the following chart developed by Tornero (2008).

Figure 2: Media literacy, Newspapers in Education programmes (NiE) & quality education: A visual representation of the relationship between these concepts.



Source: Tornero (2008)

Media literacy appears as a result of a process (media education). One must remember that media literacy is the outcome of learning and teaching process in any given context, but particularly in formal, informal, social, family, and media settings. In this study, the NiE programme is assumed to be a form of media education programme that leads to a form of media literacy as an end result.

Media education can be approached in different ways; a traditional ‘protectionist’ approach, a ‘media literacy’ movement by contrast attempts to teach students to read, analyse, and decode media texts, in a fashion parallel to print literacy, media arts education which teaches students to

appreciate the aesthetic qualities of media and to use various media technologies as tools of self expression and creation, and an approach that views media as aids to learning and disseminators of knowledge and experience. Critical media literacy is a newer approach which builds on all the approaches by promoting critical analysis of media products as well as stressing the importance of using media as modes of self expression and social empowerment.

According to Tornero (2008) media literacy should not be treated as an isolated or independent skill. On the contrary, it is a skill that involves and encompasses other skills and forms of literacy; reading and writing literacy, audiovisual literacy and digital or information literacy. In the case of the NiE programme in Uganda, reading literacy is the emphasized skills since pupils are encouraged to develop a life-long habit of reading newspapers and other NTBRMs.

One could argue that in an era of technological revolution, educators must develop robust forms of media literacy, computer literacy, and multi-media literacies, thus cultivating 'multiple literacies' in the restructuring of education. Kellner and Share (2007), however argue that the era of the book and print literacy are far from over. They posit that although there are new media and literacies in the current constellation, books, reading, and print literacy continue to be of utmost significance. In the current ICT environment, traditional print literacy takes on increasing importance in the computer mediated cyberworld as people need to critically scrutinise and scroll tremendous amounts of information, putting new emphasis on developing reading and writing abilities. For example, internet discussion groups, chat rooms, email, text-messaging, blogs, wikis and various internet forums require reading and writing skills (Kellner and Share, 2007:5).

Furthermore, media literacy is a necessary part of active citizenship and key to the full development of freedom of expression and the right to information. Therefore it is an essential part of participatory democracy and intercultural dialogue. With the NiE programme, pupils are encouraged to take interest in the news and political happenings in their country. They are also given editorial space in the newspapers to air out their views and opinions of news items as a way of exercising their freedom of expression.

As pupils are engaged in media literacy programmes such as NiE, it is expected that they will build up critical and creative skills and abilities. NiE programmes are meant to inspire pupils into critical thinking as they read, evaluate and analyse newspaper materials. On the other hand, pupils are also inspired to become news creators as well by starting up school newspapers, reading clubs, writing clubs and other creative projects.

Media literacy which in some way is being advanced in programmes such as Newspapers in Education (NiE) takes a comprehensive approach to media education resulting into a development of multiple literacies and skills. These skills and multiple literacies work together as building blocks for lifelong learning, education for social empowerment and quality education. Media education plays an important role in helping students acquire sound social, problem solving and association skills, synthesis, speaking, reading and writing skills, in addition to social and cultural skills that help them communicate effectively.

El-Khateeb (2008) posits that media education within the school provides students with many important characteristics such as; Co-existence with technological, political, economic, cultural and social changes that have resulted from rapid developments in thoughts, values, visions and techniques. It also helps students understand their rights and duties, appreciate the values of consultation, sincerity, patriotism, true belonging, and respect for others. Media education also helps students understand the requirements for social mobilization and realizing their positions. It also helps them in understanding the significance of globalization, what it means and ways to deal with it. Media education also encourages students to use the school library and its books, and enhancement of their reading habits as a means of education, entertainment and treatment. It also enhances their skillful selection of cultural, educational and recreational programs.

3.7 Chapter summary

This chapter presents the theoretical framework that informed this study. In order to develop a theoretical framework for the research problematic on hand, there was a need to delve into the realm of theories surrounding the concept of media literacy. Like most fields, there has been a lot of controversy concerning the way media literacy should be approached and how far it should spread.

According to the originators of the programme, NiE is supposed to be an integrative media education programme where learners are taught critical analysis of newspaper content as well as taught to use the same newspaper for their informational and educational purposes. This means that in design and conceptualization, the NiE programme is supposed to act as an introduction to media literacy for school children. This approach to media literacy and literacy as a whole has been advocated for progressive educationists and also constitutes the gist of the critical media education thesis as discussed in this chapter.

CHAPTER FOUR

METHODOLOGICAL APPROACHES

4.0 Introduction

This chapter discusses the research procedures and techniques adopted while investigating the focus and contribution of NiE towards improving primary education in Uganda. The data gathering process, problems encountered and how they were overcome are also included in this section. This chapter also gives a justification for the research methods chosen to achieve the set out aims and objectives.

4.1 Qualitative vs. quantitative research approaches

In choosing a research design for this study, alternatives led directly to consideration of the relative strengths and weaknesses of quantitative and qualitative data. Patton (1990) posits that qualitative methods permit the evaluator to study selected issues in depth and detail. A researcher approaches field work without being constrained by predetermined categories of analysis which contributes to depth, openness, and detail of qualitative inquiry. Quantitative methods on the other hand, require the use of standardized measures so that the varying perspectives and experiences of people can be fit into a limited number of pre-determined response categories to which members are assigned (Patton, 1990: 13).

Patton (1990) adds that with a quantitative approach it is possible to measure the reactions of many people to a limited set of questions, thus facilitating comparisons and statistical aggregation of the data. This gives a broad, generalisable set of findings presented succinctly and parsimoniously. By contrast, qualitative methods typically produce a wealth of detailed information about a much smaller number of people and cases. This increases understanding of the cases and a situation studied, but reduces generalisability (ibid: 14).

From the foregoing analysis of both approaches, it can be stated that the nature of the research problem under investigation necessitated more *depth* and *detail* to understand the focus and contribution of the NiE programme towards attainment of quality education in Uganda. The inquiry also necessitated some *flexibility* in dealing with varied sources relevant to the study. These requirements therefore made qualitative research methods take precedence over quantitative ones. Three qualitative research methods were employed in this study, namely: in-depth interviews, qualitative content analysis, and direct observation.

4.2 A case for triangulation

According to Maxwell (1998), qualitative studies generally rely on the integration of data from a variety of methods and sources of information, a general principle known as *triangulation*. This reduces the risk that a researcher's conclusions reflect only the systematic biases or limitations of a specific method and allows one to gain a better assessment of the validity and generality of the explanations that one develops (Maxwell, 1998: 88).

Quoting Denzin (1978), Patton identifies four basic types of triangulation. *Data triangulation* where a variety of data sources are used; *Investigator triangulation* where different researchers are used; *Theory triangulation* where multiple perspectives to interpret a single set of data are used and; *Methodological triangulation* where multiple methods are used to study a single problem or programme (Patton, 1990).

Taking cue from the scholars above, this study used data, theory and methodological triangulation. In order to strengthen the study design, triangulation was also used as measure to reduce the risk of systematic distortions inherent in the use of only one method, as well as strengthen the reliability, validity, and credibility of the study.

In data triangulation, this study included views from a variety of sources deemed relevant for the research. Informants were selected from the NiE team at *Daily Monitor*, sponsors of NiE, NiE teachers, education-focused NGOs, education and reading experts in Uganda and Ministry of Education and Sports officials.

Methodologically, by using a combination of direct observation, interviewing and document analysis, I was able to use different data sources to validate and cross-check findings. Patton explains that each type and source of data has strengths and weaknesses. Using a combination of data types increases validity as the strengths of one approach can compensate for the weaknesses of another approach (Patton, 1990: 244).

Limitations of observations include; the possibility that the observer may affect the situation being observed in many ways; programme staff may behave in atypical ways when they know they are being observed; and the selective perception of the observer may limit the data. Observations are also limited in focusing only in external behavior because observers cannot see what's happening inside people. Moreover, observational data are often constrained by the limited sample of programme activities actually observed.

On the other hand, interviews are a limited source of data because participants can only report their perceptions and perspectives of what is being asked. These views are subject to distortion through personal bias, anger, anxiety, and emotional state of the interviewee at the time of the interview, recall error, reactivity of the interviewee and self-serving responses. Observations therefore provide a check on what is reported in interviews while interviews on the other hand permit the observer to go beyond external behavior and explore the internal states of people who have been observed.

Programme documents are subject to a variety of measurement errors; they may be incomplete and inaccurate, they may be selective in that only certain aspects of the programme (positive aspects) are documented. Files and records are often variable in quality, with great detail in some cases and virtually nothing for other programmatic components. Document analysis, however, provides a behind-the-scene look at the programme that may not be directly observable and without which the interviewer might not ask the appropriate questions.

By using a variety of sources and resources, I was able to build on the strengths of each type of data collection method while minimizing the weaknesses of any single approach. The multi method, triangulation approach to field work employed in this study increased both the validity and reliability of the research data (Patton, 1990: 245).

4.3 Case study research

This study sought to describe in depth detail and holistically how the NiE programme is contributing towards improving primary education in Uganda. It is in this sense that this study adopts the research design of case studies. The case in question is the NiE programme being implemented by the *Daily Monitor* newspaper.

The depth and detail of qualitative research methods typically derive from a small number of case studies. Cases are selected for study because they are of particular interest given the study's purpose. Yin (2003:2) explains that the distinctive need for case studies arises from the desire to understand complex social phenomena allowing the researcher to retain the holistic and meaningful characteristics of real-life events.

Wimmer and Dominick (1997:102-103) suggest that the case study is an independent qualitative research method whose advantage is its ability to rely on as many data sources as possible when systematically investigating individuals, groups, organizations, or events. The case study method also affords the researcher the ability to deal with a wide spectrum of evidence. Documents, historical

artifacts, systematic interviews, direct observations, and even traditional surveys can all be incorporated into a case study.

Case studies become particularly useful where one needs to understand some special people, particular problem, or unique situation in great depth, and where one can identify cases rich in information-rich in the sense that a great deal can be learned from a few exemplars of the phenomenon in question (Patton, 1990: 54).

4.4 Study population and sample selection

Several scholars argue that sampling is a key procedure in any research. As Maxwell (1998) puts it:

Whenever one has to take a choice about when and where to observe, whom to talk to, or what information sources to focus on, one is faced with a sampling decision. Even a single case study involves a choice of this case rather than others, as well as requiring sampling decisions within the case itself (Maxwell, 1998: 87).

In the planning stages of the field work, I was faced with various sampling decisions including some of the following. In the two years that the NiE programme had been in existence, the programme had covered over 30 districts in Uganda, therefore selection of which districts to be studied was challenging. Secondly, the NiE programme had reached several schools in these districts so the particular schools to be included in the study had to be carefully chosen. Thirdly, I needed to decide how many schools and districts would be ideal for the study considering the resources (time and money) available for the fieldwork. In light of the above sampling decisions, I chose to use *purposeful sampling* to select only the most relevant and ideal sources of information for the study.

According to Patton (1990), the logic and power of purposeful sampling lies in selecting *information-rich cases* for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling. The purpose of purposeful sampling is to select information rich cases where study will illuminate the questions under study (ibid: 169).

Maxwell (1998) cites four important uses of purposeful sampling; first, it can be used to achieve representativeness or typicality of the settings, individuals, or activities selected. Second, purposeful sampling can be used to capture adequately the heterogeneity in the population. Third, a sample can be purposefully selected to allow for the examination of cases that are critical for the theories the study began with, or that have subsequently been developed. Finally, purposeful sampling can be

used to establish particular comparisons to illuminate the reasons for differences between settings or individuals, a common strategy in multi-case qualitative studies (ibid: 87-88).

Taking cue from these scholars, this study employed one purposeful sampling strategy that served the research purpose. The particular strategy used was *snow-ball or chain sampling*. Patton (1990) describes snow-ball or chain sampling as an approach for locating information-rich key informants or critical cases. The process begins by asking well-situated people, ‘who knows a lot about....? Who should I talk to? By asking a number of people who else to talk with, the snow ball gets bigger as you accumulate new information-rich cases. For example, the Young Readers’ Manager at *Daily Monitor* connected me to the rest of the NiE team, key sponsors of the NiE programme, and NiE Coordinators in different schools.

4.4.1 Study location

The study was conducted in Uganda located in East Africa. Uganda is a landlocked country bordering Sudan in the North, Kenya in the East, Tanzania in the South and Democratic Republic of Congo in the West. Today, the total projected population of Uganda is 30.66 million (Males at 14.93 Million and Females at 15.73 Million)³⁰. Currently, Uganda has 80 districts with Kampala being the capital city. Out of these districts, the main body of the study took place in two which are Kampala and Wakiso (*Refer to map attached as appendix II*).

Uganda was chosen as the study location because it is my home country. Additionally, the NiE programme at *Daily Monitor* is the first of its kind in East and Central Africa. The fact the programme has been in existence for almost three years and has continued to spread across many districts in the country made Uganda an ideal location to study the progression of the NiE programme in an African setting.

Kampala and Wakiso Districts

Kampala is the largest city and capital of Uganda. It is divided into five divisions; Kampala Central, Kawempe, Nakawa, Makindye and Rubaga. Uganda Bureau of Statistics report 2008 estimated the city population at 1,420,200. Kampala was selected as a study site because it has the bulk of the schools that have been participating in the NiE programme since its inception in 2007. Six primary schools were selected as study sites. For ethical and confidentiality reasons, the identities of the schools are concealed throughout this study and are referred to as *Rural*, *Peri-Urban* or *Urban* school.

³⁰ http://www.popsec.org/key_facts.php#population_size (accessed, October 19th 2009)

Rural school has been used to refer to a typical school in the remote parts of Uganda. Such schools are usually State funded yet they ranked among the poorest in financial resources. Such schools usually operate without electricity, water, adequate sanitation facilities, suitable buildings or learning materials. In most cases, teachers and pupils walk long distances to get to school. Such exhausting conditions adversely affect the ability of these children to adequately participate in activities in the classroom. This results in poor performance, non-attendance or regular absenteeism. These schools usually register the highest number of failures at the National PLE examinations.

In this study, *peri-urban* refers to a school of the poor and low income earners in Kampala. This type of school is usually surrounded by the slums of the city where most people live in multi-purpose single rooms that act as bars, kitchens and even rooms for criminal activities, drug abuse and prostitution. Many of the children are usually orphans who live with helpless grandparents or poor single parents. Due to the adverse home conditions, these children are not able to read at home or access materials to practice reading. Their best chance at developing a reading culture is at school yet most of these schools are poorly facilitated in terms of reading materials. These schools also have weak academic profiles and are among the worst performing schools in Kampala.

On the other hand, *urban* school refers to a typical modern school of good academic standing. These schools are sufficiently facilitated with competent and motivated teachers, low teacher-students ratio which is vital to the enhancement of the learning process, as well as the provision of all the necessary teaching aids, textbooks and other materials. These schools usually strive to involve parents in the educational development of their children and urge them to create conducive home environments to encourage children develop good literacy practices. These schools are typically private schools for children of the medium to high income earners in Kampala.

Additionally, the selected schools are further classified according to whether they are currently **on** or **off** the NiE programme. Therefore in the study, reference is made to; rural school on the programme, peri urban school on the programme, urban school on the programme, rural school off the programme, peri-urban school off the programme and or urban school off the programme.

Wakiso is a district in Uganda that encircles Kampala. The district is named after the town of Wakiso, where the district headquarters are located. Wakiso District lies in the central region of the country, bordering with Luwero District in the north, Nakaseke in the northeast, Mityana District in the west, Mpigi District in the west and southwest and Kalangala District in Lake Victoria to the south. Wakiso surrounds the city of Kampala and borders the city on the city's west, north and east.

Wakiso has a total area of 2,704 square kilometers (1,044 sq miles) with an estimated population of 1,259,716 making it the second-most populated district in the country.

Wakiso was selected as a sample study because it has the bulk of rural schools that have been participating in the NiE programme since 2007. The study was limited to two schools; a typical rural school that is currently on the programme and a typical rural school that was dropped from the programme.

According to Patton (1990:181), when it comes to qualitative research, there are no specific rules to determine sample size. Sample size depends on what you want to know, the purpose of inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources. Accordingly, purposeful samples selected in this study were judged in context of their relevance to the study.

4.5 Research methods

Maxwell (1998) argues that although researchers often talk about 'operationalizing' their research questions, or of 'translating' the research question into interview questions, this language is a vestigial remnant of logical positivism that bears little relationship to qualitative research practice. He writes:

There is no way to convert research questions into useful methods; your methods are the means to answering your research questions, not a logical transformation of the latter (Maxwell, 1998: 88).

Following Maxwell's advice, my selection of research methods depended not only on the research question, but on the actual research situation and what worked most effectively in that situation to give me the data I needed.

In choosing the specific techniques to obtain data during this investigation, I was guided by the six criteria outlined by Bulmer (1993:10). a) *Appropriateness of the research objective*; whether the method chosen was capable of reproducing the kinds of data needed to answer the question posed in the study, b) *Reliability*; whether the method, if repeated by a different person at the same time, or the same person at a later point in time, would yield the same results on a second occasion? c) *Validity of the data collection methods*; whether I was able to obtain measurements of what I was really trying to measure, d) *Representativeness or generalisability of data collected*; to what extent I could transcend the sample in the case study to generalize about a wider population, e) *Administrative convenience*; this involved consideration of cost, time and speed of obtaining information.

4.5.1 In-depth informative interviews

The type of interview style selected for this investigation is informative interviews. In the course of field work, I sought out certain people who were considered more valuable than others in achieving the research objectives. The people selected were considered good informants because they have more experience in issues being investigated and their roles and perspectives were highly useful for the purposes of the project.

The seven basic objectives of interviews are; learning about things that cannot be observed directly by other means, understanding a social actors' perspective, inferring the communicative properties and processes of interpersonal relationships, verifying, validating, or commenting on data obtained from other sources, testing hypotheses the researcher has developed, eliciting the distinctive language-vocabularies, idioms, jargon, forms of speech-used by social actors in their natural setting and achieving efficiency in collecting data (Lindlof, 1995: 166).

The key advantage of qualitative interviewing is that it tends to be flexible, responding to the direction in which interviewees take the interview and perhaps adjusting the emphases in the research as a result of significant issues that emerge in the course of interviews (Bryman, 2004: 320).

Structure of planned interviews

Such in-depth informative interviews were conducted with;

a) NiE project staff at the *Daily Monitor*.

NiE planners and designers included purposively selected NiE staff stationed at *Daily Monitor* offices. These included; The Young Readers' Manager, the Young Readers' Coordinator and the NiE Sub-Editor. These three personalities comprise the core team directly responsible for the NiE programme at *Daily Monitor*.

b) Sponsors of the NiE programme.

NiE is sponsored by various private companies in Uganda as part of their Corporate Social Responsibility (CSR) Programme. These companies sponsor or 'adopt' different schools and pay for the copies of the *Daily Monitor* newspaper supplied to these schools every Monday during the school term.

This study sought to get views from two of the lead sponsors of NiE; Zain Uganda and SNV. These companies were chosen because they have been part of the NiE Programme since its inception. Interviews were held with the people directly responsible for NiE at these companies.

c) NiE teachers of six selected schools involved in the project

For reasons of concreteness and maximization of resources, the researcher visited three different types of primary schools (Urban, Peri-Urban, and Rural) involved in the project to seek the views of the teachers involved on the progress of the NiE programme. In these schools, in-depth interviews were held with the teachers involved in the NiE project.

d) Officials from key education focused-Non Governmental Organisations (NGOs) and Government.

Two NGOs were selected; Uganda National Teachers' Union (UNATU), and Action Aid International Uganda (AAIU). UNATU is the national mouthpiece for all teachers in Uganda while AAIU is the leading NGO in Uganda championing the advocacy campaign for quality education in Uganda. The views of the General Secretary, UNATU and Education Theme Head, AAIU on the focus and contribution of the NiE programme towards improving primary education in Uganda were sought.

This investigation would not be complete without a voice from the Ministry of Education and Sports particularly the government office in charge of the primary school curriculum. I sought the opinion of the National Curriculum Development Centre (NCDC) on using newspapers within the classroom as learning and teaching tools as well as their view about the NiE programme.

e) Relevant personalities

One of the personalities involved in this study is Fagil Mandy, a recognized education expert and consultant in Uganda. Fagil Mandy is involved in a lot of consultancy work concerning national education issues and his opinion on the NiE project was considered an added advantage to this study.

Another personality is the Chairperson of the Reading Association of Uganda (RAU), an organization that is dedicated to promoting a reading culture as a prerequisite for both individual and national development. Such an interview was important to gain more perspectives about the reading culture in Uganda and the literacy practices in primary schools in Uganda.

Justification for not including pupils on the NiE programme as informants

The study sought to get a sector-wide view on the focus and contribution of the NiE programme. At the school level, I was interested in finding out about how the children are engaging with the programme, what progress they are making with it and what achievements have been registered so far. I strongly believed that the NiE teachers working with the programme were best suited to make

this kind of qualitative evaluation since they have direct contact with the pupils and are aware of the goals, objectives and expected outcomes of the project. Therefore, putting the research question, and objectives of the study into consideration, NiE teachers took precedence over pupils as key informants within the school setting.

Question design and use

Lindlof (1995) posits that questions are the best-known tools of the interviewer's craft. Questions are also the most forceful tools available that can guide discourse along certain tracks and not others and to affect the pace and tone of the talk. Used appropriately, they can aid in eliciting truly essential accounts; used inappropriately, they can lead the participant into confusing terrain, or even stall the conversation completely (ibid: 184). In this study, the interview questions were selected not basing on whether they can be logically derived from the research questions but whether they provided the data that was needed to answer the research questions.

All forms of interviewing entail preparatory work, therefore interview guides were prepared before actual field work commenced. Lindlof explains that the instrument of choice for most qualitative interviews is the *interview guide* which simply organizes a menu of topics to be covered and leaves the task of determining their exact order and articulation to the interviewer in the field. Interview guides give the researcher freedom to employ optional questions, pass on others, and depart briefly to go down an unexpected conversational path. Especially when it comes to interviewing informants, whose experiences can vary widely, the interviewer may reshuffle topics to pursue new ideas. An interview guide also lets its user adjust to the verbal style of the participant (Lindlof, 1995: 185).

4.5.2 Qualitative content analysis

Qualitative content analysis is one of the three approaches to the analysis of documents. Documents are important to a researcher because they provide a wealth of information that may not be got from interviews and direct observation. In addition, according to Jensen (2002), this data is *found* and not *made* through the researcher's intervention in the field and thus are not 'biased' by the researcher.

In order to inform the research problem under study, content analysis was a key research technique because of the nature of the topic. The study reviewed several relevant documents, most critical of which were; weekly NiE pullouts inserted in the *Daily Monitor* (March 2007-July 2009), NiE activity books, SNV Evaluation report 2008, school newspapers, pupils' story books, the Uganda Education Act and the Uganda Primary School curriculum. These documents were key items of analytic interest to this research.

Yin (2003) explains that in case studies, the most important use of documents is to corroborate and augment evidence from other sources. First documents are helpful in verifying the correct spellings and titles or names of organizations that might have been mentioned in interview; second, documents can provide other specific details to corroborate information from other sources. Third, one can make inferences from documents but these should be treated only as clues worthy of further investigation rather than definitive findings because the inferences could later turn out to be false leads (ibid: 87).

Document analysis proved to be a very important research method during the field work in many ways. First, by analyzing the NiE weekly pullouts, I verified that the Newspapers in Education programme at *Daily Monitor* is abbreviated as 'NiE' and not as NIE (the abbreviation given by the NAA). Secondly, by analyzing the information obtained from the NiE pullouts and activity books, I managed to find a lot of information to substantiate what was got from other sources.

4.5.3 Direct observation

What people say is a major source of qualitative data, whether what they say is obtained verbally through an interview or in written form through document analysis or survey responses. There are limitations, however to how much can be learned from what people say. To understand fully the complexities of many situations, direct participation in and observation of the phenomena of interest may be the best research method. Observational data especially participant observation, permits the evaluation researcher to understand a program or treatment to an extent not entirely possible using only the insights of others obtained through interviews (Patton, 1990: 25).

According to Wimmer and Dominick, (2004:143), the most noteworthy advantage of this method is that the study takes place in the natural setting of the activity being observed and thus can provide data rich in detail and subtlety.

Patton cites six other values of observation. First, by directly observing programme operations and activities, the evaluator is better able to understand the context within which the programme operates; second, firsthand experience with a programme allows an evaluator to be open, discovery-oriented and inductive in approach. Third, the evaluator has the opportunity to see things that may routinely escape conscious awareness among the participants; the fourth value is that the evaluator can learn about things programme participants may be unwilling to talk about in an interview (information that would otherwise not become available); fifth, observations allow the evaluator to move beyond the selective perceptions of the interviewees and make their own perceptions which presents a more comprehensive view of the programme being studied; lastly, getting close to a

programme through firsthand experience permits the evaluator to access personal knowledge and direct experience as resources to aid in understanding and interpreting the programme being evaluated (Patton,1990: 204-5).

The above analysis shows that reflection and introspection are important parts of field research. I sought to gain personal understanding and impressions of the NiE programme in Uganda, therefore direct observation was employed as a research technique. It was a highly labour-intensive and therefore expensive research strategy therefore I spent three days at each of the six selected schools.

In using this research methodology, I was involved in some of the following activities; making regular observation of a typical NiE class setting to see how pupils were using the newspapers, listening and occasionally engaging in conversation with members within the setting, interviewing informants on relevant issues concerning this investigation that could arise from observing the NiE project in the classroom, observing some of the children's own projects (e.g. School newspapers, children's story books, reading and writing clubs) resulting from the NiE programme and collecting documents about the group under observation.

4.6 Recording

Recording is an important issue that must be considered during the planning stage of the research. Sarantakos (1998: 216) posits that recording can take place in a manner most suited to the research topic and with which the researcher is most familiar. I used two methods of recording; 1) writing down information in summary and key-word format; 2) Audio tape recording of conversations.

Writing down information is the most common recording method but is limited especially when the information to be recorded is dense. Sarantakos (1998) adds that apart from this, taking notes may shift the attention of the researcher from the scene to the paper causing them to miss part of the happenings of the group (in cases of observations). He advises that a researcher should write down key words or phrases as a guide and should complete them after observation.

During the field work, audio recording made the data gathering process much easier because writing down was impossible in some of the settings. For example, the interviews with teachers usually took place in the school setting and the only quiet place to conduct the interviews was in the school compound. Without a table or desk to write on, audio recording was the most ideal way of getting accurate information.

Additionally, audio recording came handy in cases of elite-interviewees who granted me very short interviews due to their busy time schedules. In such cases, I concentrated more on getting as much information as possible and focused less on jotting down. This made recording the best way of recording information in such instances.

Tape and audio recording make the process easier, more efficient and provide more accurate and valid recordings. However, there are cases when recording is not possible or respondents object to it and limit its use. It is important to highlight that permission was sought before audio tape recording was done. At the beginning of every interview session, respondents were given an overview of the research and given an explanation as to why recording was an important part of the study.

4.7 Data Analysis

Data was analyzed using three strategies of qualitative analysis as stipulated by Bickman et al (1998); categorizing strategies, contextualizing strategies and memos and displays. These methods were generally combined. The main categorizing strategy used was coding which consisted of applying a pre-established set of categories (Focus and Contribution of NiE) to the data. Contextualizing was also used to understand the relationship between the different elements of the text. Memos and displays in the form of tables and illustrations were also used as valuable analytic techniques to illuminate the relationships in the data and make the key elements and analyses more visible and retrievable.

It is important to note that I could not use all the data gathered from the field. I used what Doyle (2004:4) calls, ‘data reduction’ where the researcher notes redundancies in the data and ‘discards all but the most interesting and compelling statements concerning a particular issue or theme, relevant to the subject of study.

Note: The actual responses of the informants selected are included in Chapters four and five. These interviews were conducted between June and August 2009. In this thesis these statements are italicized and appear in quotation marks.

4.8 Reliability, validity, and credibility

Quantitative and experimental researchers generally attempt to design, in advance, controls that will deal with both anticipated and unanticipated threats to validity. Qualitative researchers, on the other hand, rarely have the benefit of formal comparisons, sampling strategies, or statistical manipulations

that ‘control’ for the effect of particular variables and must try to rule out most validity threats after the research has begun, using evidence collected during the research itself (Maxwell, 1998: 91).

The biggest validity issues that a qualitative researcher has to confront are researcher bias and the effect of the researcher on the setting or individuals studied generally known as *reactivity*. Maxwell argues that eliminating the actual influence of the researcher is impossible, and the goal in qualitative research is not to eliminate this influence but to understand it and use it productively (ibid: 92).

In addition, Patton (1990) argues that the reliability and validity of qualitative data depend to a great extent on the methodological skill, sensitivity, and integrity of the researcher. He suggests that systematic data collection procedures, rigorous training, multiple data sources, triangulation, external reviews and other techniques aimed at producing high quality qualitative data that are credible, accurate and true to the phenomenon under study should be employed (ibid: 54).

Maxwell (1998) suggests that a qualitative researcher can use *Rich data* (data that are detailed and complete enough that they provide a full and revealing picture of what is going on). In this study, *Rich data* was used whereby all the voices involved in the research were put into consideration to provide a full picture of the, focus and contribution of the NiE programme towards improving primary education in Uganda. For example, in interviews, all the opinions were put into consideration rather than simply those that I noticed or felt were significant. In direct observation, I was engaged in detailed, descriptive note taking about the specific, concrete events that I observed.

4.9 Problems encountered

- *Access*: Some respondents, particularly those in high positions were very difficult to get hold of. A lot of time and money was spent in establishing contact. This also meant that the bulk of these interviews had to be conducted during the last weeks of the field work which was very tiresome.
- *Time keeping*: Some respondents, particularly informants within the school setting were very poor at time keeping. Some of them granted me appointments during times when they were seriously engaged in school activities, meaning that I had to wait for a long time in order to conduct these interviews.

- *Sample size*: Initially, I planned to visit three schools but during the fieldwork realized that this sample size would not clearly inform the research problem at hand. Therefore, I increased the number of schools to six increasing the workload tremendously.
- *Identity issues*: During the fieldwork, I realized that the way I identified myself to the respondents usually had an effect on the progress of the interview. This meant that I had to introduce myself differently depending on the interview situation. For example, I realized that introducing myself as a student researcher from a University in Norway was very important while conducting interviews among the NiE teachers. With such an introduction, the interviews were always successful because the teachers shared widely and openly their experiences with the NiE programme. Some of the teachers confessed that they felt privileged to be selected for such ‘important’ research hence the willingness to share freely and ensure the research is a success.

Additionally, while conducting interviews with education and reading experts, officials from NGOs and Government, I always identified myself as a Ugandan student conducting research on literacy in Uganda. I realized that mentioning that I was a Ugandan student made the respondents feel more comfortable to share freely than when I identified myself as a student from a Norwegian University. Lastly, I realized that being associated with *Daily Monitor* in some way was important for interviews with sponsors of the NiE programme. In fact these interviews were only possible because of an official recommendation by the Young Readers’ Manager at *Daily Monitor*.

4.10 Chapter Summary

This chapter presents the methodological approach used in this study and a justification for the research techniques chosen. The different activities that I was involved in during the field work process are also presented. Wolcott (1995: 66) argues that the essence of fieldwork is revealed in the intent behind it, rather than by the label itself. Field work is a form of inquiry in which one is immersed personally in the ongoing social activities of some individual or group for the purposes of research. As he puts it,

Field work in its narrow sense must become part of something more, something that catapults it beyond the range of personal experience, beyond simply-being there (Wolcott (1995: 66).

For this reason, the research techniques to be used were carefully selected to ensure that others will be able to learn a great deal from the outcome of the fieldwork investigation.

CHAPTER FIVE

FOCUS OF THE NiE PROGRAMME AND ITS CONTRIBUTION TOWARDS IMPROVING PRIMARY EDUCATION IN UGANDA

5.0 Introduction

This study sought to analyse the **FOCUS** of the NiE programme by *Daily Monitor* and its **CONTRIBUTION** towards improving primary education in Uganda. It further sought to explore how *Daily Monitor* is exploiting the informational power of newspapers to solve some of the educational issues affecting the quality of primary education in Uganda. Generally, this study tried to situate the programme being implemented by *Daily Monitor* within the broader EFA goal of improving the quality of education in Uganda.

Different categories of respondents were mobilised basing on their relevance to the NiE project and the education sector in Uganda. Secondary data was also collected from NiE activity books, NiE pullouts, evaluation reports, records by the schools and other documents provided by the NiE project team.

5.1 Focus of the NiE programme at *Daily Monitor*: Perspectives of different stakeholders in Uganda's education sector

The first objective of this research was to establish the focus of the NiE programme. By studying the focus of this programme, the study aimed at highlighting the issues that the *Daily Monitor* newspaper and the implementers of the NiE project are addressing and why (the message aspect). These issues were clearly discussed in the profile of *Daily Monitor* in chapter two. Therefore, regarding the focus of the NiE programme, this section presents the perspectives of different stakeholders in the education sector in Uganda regarding the issues that *Daily Monitor* is addressing. These perspectives serve as a confirmation that the issues being addressed by *Daily Monitor* are actual problems crippling primary education in Uganda.

In an interview, the Executive Director of RAU noted that the reading culture in Uganda is very poor and home factors are the biggest issue affecting its development among Ugandan children. She explained that since many children in Uganda grow up in poor and illiterate households, they are not expected to develop a reading culture from home. Instead, more emphasis should be placed on the school environment because that is where the reading habit is likely to be developed. She said, '*Due to high poverty levels in Uganda, many people cannot afford to buy readers for their children. However, you will find that those who can afford buying these readers do not. This originates from the poor reading culture in*

the country. Reading for pleasure is not a priority to many people. In developed countries children have a high interest in books because their home culture encourages the reading habit. These children even ask their parents for books because they really want to read.'

Similarly, in an interview we had, the Young Readers Coordinator said that he blames parents for the poor reading culture because most of them are ignoring their responsibility of creating conducive reading environments for their children at home. He explained that these days, children are raised in an environment where video games and television are increasingly killing the culture of reading. In his view, parents can influence the reading habits of their children through reading to them not only books but also newspapers. He argued that parents should provide their children with opportunities to come into contact with diverse reading materials if their reading culture is to develop.

A few of the informants talked about the way resource-poor teaching and learning environments are affecting primary education in Uganda in the following ways.

In an interview, the Executive Director of RAU explained to me that schools are generally under-resourced especially regarding reading materials. Therefore, the government needs to stock schools with supplementary reading materials if the reading culture is to be developed. She explained, *'The government has mainly over the years insisted on providing only instructional/ content books for the four examinable subjects of Mathematics, Science, English Grammar and Social Studies but no readers. It's only until recently that the Government came in to provide readers to schools but still the numbers of copies are very few. You can find that in some schools, there is one copy to be shared among 100 pupils. How do you expect a child in such a school to develop a reading culture?'*

Similarly, the Education Theme Head at Action Aid International Uganda, pointed out that the poor reading culture in Uganda is a result of many factors most critical among which is keeping reading materials away from the hands of children. In an interview I did, he said, *'While it is true that schools have insufficient reading materials, there is also a problem with the use of available literacy/ reading materials especially in primary schools in Uganda. It is the initiative of government to ensure that all reading materials; both text book and non- text book are made available in schools and are placed in the hands of the learners. The practice is however, very different, many schools lack libraries where children can access such materials; consequently they end up being locked away in cupboards and not lent out to the learners.'*

Fagil Mandy, one of Uganda's education consultants and expert agrees that the usage of the available materials in schools is also very poor. In an interview we held, he said, *'In some schools I have*

visited, I found that the available reading books are just gathering dust in teachers' cupboards. In fact you find that 90% of the teachers in the school do not read the available copies of the newspapers. There simply have no interest in reading.'

The view of the General Secretary of UNATU is that teachers in Uganda are working under very demoralizing conditions yet teacher motivation is very important if Uganda is to boost the reading culture among the learners. In an interview, she explained that if the status and morale of the teachers in Uganda is uplifted with better facilitation, living and working conditions, the teachers will be more dedicated to their cause of developing a reading culture among Ugandan children.

When asked about how the current education system contributes to a poor reading culture, some of the informants expressed their views in the following ways.

Fagil Mandy explained that Uganda's primary school system does not encourage reading for pleasure. Instead it encourages reading pamphlets which are written for passing examinations or reading notes given by the teachers. He said, *'There is hardly any time on the timetable that allows for reading freely. The reading time in schools has been removed because even in prep time, teachers are there to coach students in examinable subjects so the time students used to read on their own is not there.'* *Emphasis is on examinations. People only read when they are going to do examinations. Reading is immediately associated with passing exams and not reading to gain knowledge or improve one's intellectual capacity or learning skills.'*

The Executive Director of the RAU concurs that the way Ugandan children are taught reading is one of the reasons why their reading culture is poor. In an interview, she explained that the way a subject is taught influences the attitude that pupils/students develop towards it so. Since the Ugandan school culture emphasizes academic achievement in the examinable subjects, the type of teaching that encourages children to develop a culture of reading for pleasure is not there.

Defending the current primary school curriculum in Uganda, an official from NCDC pointed out that the curriculum is designed to ensure that the reading culture is developed among the learners but the problem lies with the teacher who may not know how to interpret the curriculum. In his words, *'The curriculum provides for all the skills that a learner needs including reading but it is all at the discretion of the teacher to plan and create time to cultivate a reading interest among the learners.'*

Similarly, in an interview, Fagil Mandy shared the same view that the school curriculum is not the problem. The problem is with the person interpreting the curriculum-The teacher. He said, *'The current trend is that teachers are not teaching according to the curriculum but according to examinations. The turning point for the reading culture must be around the school teacher. Government should shift focus from using the number*

of first grades as the only indicator of educational progress. As a result, the teachers will also shift their focus from grooming pupils to pass exams to creating a more empowered learner. Today no one is concerned about the type of learner being produced through the education system. Everyone's attention is on academic performance.'

The view of the General Secretary of UNATU is that teachers are not to blame because they are also dragged towards literacy and numeracy because of the overall exam-related school system. According to her, education should focus beyond academic knowledge to behaviors of success. Therefore, there is need and demand to help young people develop the skills and knowledge required to succeed in a world where emphasis is placed on entrepreneurial skills, abilities and attitudes. She explained, *'There is a great need to re-examine what is meant by Quality Education. The government needs to re-focus its definition of 'quality education' and 'performance' beyond the border of academic achievement. When the Ministry of Education and Sports, as the major player in the education sector shifts focus beyond academic performance, then the thinking and actions of the teachers will change accordingly and give room for learners' creativity.'*

5.2 Contribution of the NiE programme towards improving primary education in Uganda

Secondly and central to this study was situating the NiE programme by *Daily Monitor* within the broader government policy framework on quality education for all Ugandan children. This section provides the NiE programme outcomes revealed through the study and also gives a qualitative evaluation of the progression of these activities.

The NiE programme was designed to provide a framework, where teachers and pupils look at not only textbooks, but also other NTBRMs to enhance their knowledge, literacy and reading culture. The programme has been in operation for hardly three years yet several press reports by the NiE implementation team give the impression that NiE is growing in importance and that the programme has already registered great progress towards achieving its core goals and objectives.

In addition to the press reports, in an interview, the Young Readers Manager explained that frequent school visits and evaluations of the NiE programme by two of the sponsors (SNV Uganda and Citi Bank) have revealed that NiE is actually working and several achievements have been registered in the schools. Through the several schools visits the NiE team makes weekly, they have also witnessed several positive changes with the inception of the programmes in the participating schools.

5.2.1 A progression of NiE activities: registered programme outcomes

Despite the fact that several press reports and the interviews with the NiE Project team seem to suggest that NiE is changing lives of Ugandan school children through the printed word, it is the contention of this study that these stories COULD be promotional pieces aimed at winning more sponsorship for the programme. Therefore, central to this study was finding out if such stories praising the NiE programme hold water or if they are merely promotional pieces aimed at maintaining and attracting sponsorship for the programme.

The qualitative evaluation considered the four literacy-related education issues in Uganda being responded to by the NiE programme. Information was particularly sought on the following aspects; A poor reading culture particularly among primary School children, resource-poor teaching and learning environments, a 'closed' and 'rigid' teaching and learning environment and an education system that is lacking in terms of life-skills development.

a) A poor reading culture particularly among primary school children

The Young Readers' Coordinator explained that the issue of poor reading culture laid the foundation for NiE in Uganda. In his opinion, with the inception of the NiE programme, there has been a tremendous improvement in the reading culture. In an interview we had, he added that the NiE programme has sparked an interest in reading newspapers in other members of the school community particularly teachers and parents.

A teacher in a peri-urban school that was dropped from the programme shared how the NiE programme has impacted the reading culture in her school. In an interview I did, she said, *'NiE has helped us develop a reading culture. As teachers, particularly teachers of English, children look up to us a lot. We have always desired to have access to newspapers for current information but access was very difficult because newspapers are very expensive. Our school cannot afford to buy newspapers daily and the ones you will find in this school are those brought in by Daily Monitor. Since NiE came in, children and teachers have been motivated to develop interest in reading. The children are so interested in discovering new information. They are really fascinated. Our English standards as a school have also improved because of NiE. Children who would not read before are greatly helped because the newspaper helps them practice their English.'*

According to the Head Mistress of a peri-urban school that is still on the programme, there was an Early Reading Programme established within her school to try and cultivate reading habits among their pupils but it faced serious problems with accessing reading materials until the NiE programme was introduced. She said, *'For us as a school, we had already started our own programme before NiE. Our own reading initiatives were aimed at creating a reading culture among the pupils and what was lacking was the reading*

materials. So the newspapers have really helped us supplement on the reading materials. These newspapers have changed the way both the teachers and students look at reading. I can testify that the NiE programme has improved the reading culture in this school tremendously. Now at the school, at break time, you find children reading their newspapers and also during other free time. So it's true see that children have embraced these Daily Monitor newspapers.'

One of the modern schools selected for the research is among the best performing primary schools in Uganda. This school has been participating in the NiE programme since 2007 but was dropped in 2009. The NiE Coordinator at this school shared their NiE experience. He said, *'As the coordinator, I believe that the reading skills in this school have been boosted by the NiE programme. As a result of the NiE programme, we started a bi-weekly school newspaper called 'The Bright News eye' and a daily cartoon pullout, 'The Bright Cartoon network'. In fact last year, one of our pupils, wrote a poem titled 'Newspapers' that was published in Daily Monitor. This poem was picked by the UNEB and was included in the National PLE English exams. Thanks to the NiE programme, we have budding writers, cartoonists and poets.'*

In a similar interview, a teacher from another modern primary school that is still on the programme shared similar successes with the programme saying *'Actually, we have seen drastic changes in the reading culture. For example, many children used to shy away from reading news on Monday assembly because they did not have what to say since they did not have a source of news. But after the first set of newspapers reached the school, by the following Monday, many kids signed up for the news-reading team. It's actually being done as a competition among the kids to find out who has read more or who is more informed. Some have even gone a step further to make a comparison between Daily Monitor and other newspapers bought by their parents at home. The reading interest has really picked up'* (Kampala teacher-Modern school on the programme)

The teachers in the rural schools visited during the field work expressed similar sentiments when asked to discuss the impact of the NiE programme on the reading culture in their schools. One of the teachers had this to say, *'The children's attitude towards the programme has been so good. In fact we have even been surprised with some children who we thought could not read but can actually read. We have discovered that these children have a high interest in reading though unfortunately we do not have the reading materials. Many times when I find a child engrossed in his/her newspaper, I ask them what has interested them and I usually ask them to read it for me. It makes me so proud because though they may fidget with the hard words, they do read everything.'* (Wakiso teacher-Rural school on the programme)

He added, *'We get really surprised when the parents and teachers also get involved and start reading the newspapers. One incidence is that a grandfather was so excited to read stories written by his grandsons in the same newspaper. The following week, he was here at school to share his excitement. This parent is always here at the school on Monday*

waiting to read the newspapers brought in by Daily Monitor. Even the teachers are being encouraged to read and write. We have already had one of our teachers' articles published which made the school and the teacher proud. Our first writers' club has also been formed as a result of NiE.'

The NiE Coordinator of another rural school that was dropped from the programme at the beginning of 2009 shared this during an interview we held. *'With the inception of the NiE programme, there was a very big change. First of all the children developed the interest of reading any material that they could come across. You could see children clearly into the habit of reading during their free time. Our reading and writing club was so dull before NiE because the children had no materials. With NiE, we started weekly news updates during assembly time and also had news posted on school notice boards. This was a great experience for a school in a rural area where we hardly have any access to newspapers. We hope that we can be re-sponsored and put back on the programme.'*

In close relationship to improved reading culture and habits, some of the informants mentioned that the NiE programme has also positively impacted on other areas within the school such as; academic performance, vocabulary development, value attached to newspapers by the school community, reading time in schools and formation of reading clubs as discussed below.

- **Academic Performance**

Guided by the general hypothesis that a good foundation in reading in the early years creates a strong foundation for a strong reading culture and enhanced academic performance in the upper grades, Muwanga et al (2007) studied two government primary schools in Uganda. One school was selected because it ranked among the best performing schools in Kampala and Uganda as a whole while the other school located in a peri-urban setting had a relatively weaker academic profile. Their findings revealed that the better performing school had over 3,000 NTBRMs kept in two well stocked libraries and the English department store. On the other hand, the research team found very few NTBRMs (only about five titles) in the school with the weaker academic profile. Their study seemed to suggest that good academic performance is a reflection of fairly well developed literacy practices.

Similarly, according to research done on the NiE programme internationally and in Uganda, it has been discovered that schools with a NiE programme tend to perform better academically than those without. In fact after the results of the 2009 national PLE were released, *Daily Monitor* was praised for improving the academic performance in the districts of Pader and Kitgum. The increased number of first grades in these districts was attributed to the NiE programme by the

Norwegian Refugee Council (NRC), a sponsor of 24 schools in these districts.³¹ Two of the teachers included in the research described the academic benefits of the NiE programme this way.

‘Actually the NiE programme has improved academic performance in our school although many people would challenge this claiming that the UNEB results show that UPE schools like ours are not competing favorably’. But I am proud of my pupil’s achievements. As a teacher, I am satisfied with the progress our pupils are making. I strongly believe that they have gained academically from this programme.’ (Kampala Teacher-Peri-urban school-off the programme)

‘Yes, newspapers indeed boost academic performance because the newspaper encourages the children to read all literature including their own academic textbooks. In this school, our children’s performance in English grammar has greatly improved. They have also started to speak English very fluently, they are more confident and their articulation is very good. We discovered that all this is as a result of the reading activity being sponsored by the NiE programme.’ (Kampala Headteacher-Peri-urban school-on the programme).

- **Vocabulary development**

One of the outstanding benefits of the NiE programme mentioned by all the teachers included in this study was vocabulary development. These teachers commended the NiE programme for boosting the pupils’ vocabulary. The idea that reading could play a major role in vocabulary acquisition has been supported by a 1990-1991 IEA study that established that a child who reads 1 million words a year will encounter at least 20,000 unfamiliar words. With a 5% chance of learning a word, it follows that the typical child may be learning about 1,000 words a year from reading. When reading self-selected material or assigned material that is not too difficult, the chances of learning an unfamiliar word rise to 10% or more, and the yearly yield may be 2,000 words for children who do an average amount of reading; avid readers may be learning two or three times as many words simply from reading (Greany, 1996: 63).

- **Newspaper value**

The teachers interviewed claimed that with the introduction of the NiE programme, pupils and other members of staff at the school are beginning to attach more value to newspapers. Previously, old newspapers were simply used to cover school books, light charcoal stoves, carry food stuffs and even as toilet paper but the situation has changed. Many children have started appreciating the informational value in newspapers as a result of NiE. This has resulted into many children starting

³¹ <http://www.monitor.co.ug/News/-/688324/850064/-/c7f2up/-/index.html> (accessed 20th January 2010)

their own home libraries with the newspapers while others have opened up files to store their copies.

- **Reading time**

Allocation of time for reading seems to be an issue, with only a few schools with a slot in the time table for reading the newspapers. While teachers use the tea and lunch breaks to read the paper, the pupils have to find their own time to use the newspapers. The study, however, revealed that with the introduction of the NiE programme, some schools have started cutting back on the break and lunch times so that the extra time can be used to read newspapers.

- **Reading clubs**

Due to a shortage of reading materials, most primary schools in Uganda have no reading clubs and if they do exist, are inactive. *Daily Monitor* through the NiE programme has revived some old clubs and is also spearheading the drive to set up reading clubs in all primary schools in Uganda. In the future, *Daily Monitor* hopes to support reading clubs instead of individual pupils in order to reach more schools.

b) Resource-poor teaching and learning environments

In most developing countries, schools grapple with shortages of text books and reading materials for children. The NiE programme has been praised for giving pupils and teachers access to supplementary reading materials which would otherwise not be possible. Two of the teachers included in the study shared about the resource-situation in their schools and how the NiE programme has helped them.

‘In a school like ours the NiE programme has really helped us a lot. We have always wanted to have access to newspapers for current affairs but it was very difficult because newspapers are very expensive. We cannot afford to buy newspapers daily yet they are very relevant sources of information. The only newspapers that we have in this school are those that were brought in by Daily Monitor. Unfortunately we are not receiving those anymore.’ (Kampala teacher- Urban school off the programme)

‘The newspapers have really helped us because we have very few textbooks in this school. In most cases, we share one book among four pupils and no child is allowed to take the text book home. He/she must use it and leave it at the school while with these NiE newspapers; a kid has their own copy and carries it home. The children have more time with it and can use it at their own pace without any pressure.’ (Kampala teacher-Peri-Urban school off the programme)

c) A ‘closed’ and ‘rigid’ teaching and learning environment

The NiE programme implementers pride in providing teachers with alternative teaching methodologies that involve using newspapers as teaching and learning tools. The study found out that the teachers use the newspaper as a reference or teaching aid mainly in Social Studies and English. The teachers interviewed during the survey consider the newspaper as a relevant source of information and a creative way to make learning enjoyable. It was further found out that the teachers also use these newspapers to give exercises in class and also set exams using different editorial content in the newspaper. Teachers also use the newspaper as a source of general information on topical issues such as health, world geography, world news, and technology thus broadening their knowledge base and staying updated on current affairs.

Generally, the teachers included in the study claimed that teacher usage of NTBRMs particularly newspapers has increased with the introduction of the NiE programme. The teachers asserted that the NiE programme is trying to open the minds of the teachers to alternative teaching methods outside the classroom text books. It is helping them to relate academic knowledge to real life experiences to enable learners think beyond the classroom. Below are some of the excerpts from the interviews with these teachers.

‘The newspaper has simplified my work a lot. Homework assignments are very easy to give through the newspaper. I can find new and interesting ways to teach different things to the pupils. In English composition, I can use a picture from the newspaper or just cut out a headline from the newspaper and ask the pupils to make their own stories. You know, our coursework books are so boring and do not provide for ways of making the learning environment interesting. But the newspaper allows me as a teacher to have variety of activities that engage the learners’ mind and interest in what is being taught. This is very important because today’s learners have very short attention spans. Therefore, as teachers we need to come up with different strategies to make the classes more active and participatory in order to retain their attention.’ (Kampala teacher-Peri-Urban school off the programme)

‘The classroom environment has really changed. I have seen increased participation because now children have many real life examples from the newspaper. The newspaper is actually a living textbook. When I want to make an illustration in the class, it’s difficult to find from the course text books but I have found this very easy to do with the newspaper. I have become more innovative as a teacher because I am always thinking of new ways to interest my learners and newspapers are a very good and relevant source of information.’ (Kampala teacher-Peri-Urban school on the programme)

‘As a teacher, newspapers helped me a lot. It helped me in my spelling classes. As we go through the newspaper, children would find difficult words which I would compile and use in my spelling lessons. We would then look them up

together in the dictionary. It was a great way to learn spellings, vocabulary and punctuation. Children could even have examples of how and when certain words are used. It certainly made my work easier. (Wakiso teacher-rural school off the programme)

‘A few years back, if someone had asked me to use newspapers in the classroom, I would be very skeptical. Today, I can boldly testify that the newspaper has proven to be a very relevant textbook. It brings the most current issues around the world to the classroom. While there is an assumption that newspapers are for adults and therefore not relevant to children, I believe that the NiE programme has proved to us that a newspaper contains something for everyone.’ (Kampala teacher-rural school on the programme)

The teachers also stressed that the use of newspapers within the classroom is a great way of generating pupil interest in the subjects being taught. Children’s interest in learning is reported to have increased as a result of the NiE initiative (teacher responses) and this is the case where the teachers have effectively applied the alternative teaching and learning approaches such as creating ‘interest centers’ and talking classrooms using the newspapers. Teachers report increased enthusiasm and classroom participation on the part of the pupils.

Interestingly, these teachers reported that the NiE programme has also had a positive effect on school attendance, children’s interest in other media, and teacher skills development.

The teachers included in the survey believed that the newspaper is encouraging pupils to attend school more often. Pupil absenteeism is really low especially on days when the newspapers are delivered and when the newspapers are used in the classroom. Teachers reported that the children are more enthusiastic and look forward to coming to school on the paper delivery dates especially in schools when the days are more predictable.

Another development from the NiE programme is that children are now more interested in other media especially radio. Children are following up issues read from the newspapers on the radio. This can be evidenced with the in-depth reporting of weekly events at the school assemblies. NiE papers are given out only on Monday but their news accounts are all around meaning that additional reporting was from radio.

d) An education system that is lacking in terms of life skills development.

In an interview we held, the Young Readers Manager elucidated that the NiE programme is also aimed at filling the ‘life-skills’ gap in Uganda’s education system. She says, *‘Our education system is so focused on academics that it leaves out many important skills that learners are supposed to gain from education. We*

want to use the newspaper to instill some of these skills among the learners. We hope that the NiE programme will be one of the ways to introduce this missing element into our education system.'

The official from NCDC included in the survey agrees that the current primary school curriculum is irrelevant to Uganda's current needs. In his words, *'I accept that the curriculum is not meeting the required goals in Uganda today which is why we have a revised version of the curriculum. The curriculum we are using is that left behind by the British colonialists. The British left behind an education system that would produce the manpower that they needed but our needs are different. For example, those days at its inception, we did not have HIV-AIDS but today, we it's an epidemic. However reviewing and implementing a new curriculum requires billions of shillings that a single Government cannot handle alone. For example, the revised Primary school curriculum may take 15 years to be implemented due to poor funding.'*

The teachers interviewed cited the following ways in which the NiE programme is filling the 'life-skills' gap in Uganda's primary education system.

It was reported that the newspapers are used by teachers when counseling pupils and in career guidance. The newspaper introduces the learners to powerful people in society and what they did to get to those places of authority. One of the teachers in the rural schools had this to share, *'When we are giving career guidance to the pupils, we show them different people in the newspapers and the different professions. We show them profiles of people who passed through rural schools like ours but still worked hard and made it in life. The newspaper offers many real-life examples that children can relate to. It builds dreams in them because they inspire to be like the people they read about.'*

Another teacher shared this, *'Our children have also been helped in career guidance as a way of building their dreams. These newspapers have helped them develop role models; people to look up to and admire. They keep telling us that they want to be like so and so because of such and such a reason. This has really helped them focus their lives and boosted their determination to work harder.'* (Kampala teacher-peri-urban school on the programme)

The newspaper also helps in creating team work, socialization and a sharing culture among the pupils. Some of the activities require the pupils to join efforts in order to achieve a common goal. The old newspapers are also used in different arts projects hence boosting the learners' creativity.

Information is power and when children are more informed, they are more self-confident. The NiE activities require active participation of learners in reading and writing exercises which boosts their self-confidence and self esteem. The NiE activities also encourage the learners to use their minds to full potential by encouraging them to use logic to do the different tasks which boosts their creative and critical thinking abilities.

5.2.2 Children and their relationship with newspapers

Basing from the findings of this study, it is clear that the children participating in the NiE programme are enthusiastic about the newspaper and are actually relating well to it. Therefore the myth that newspapers are considered an adult medium does not seem to hold because according to the teachers included in the survey and from direct observation, children seem to relate positively to the newspaper. The Headmistress of one of the peri-urban schools on the programme clarified this further. She said, *‘The newspaper has generated a sense of pride among our children. They are very excited to be able to relate to newspapers. Infact, they confessed to us that they thought a newspaper was something to be read by adults only but the NiE programme has made them realise that it’s something that belongs to them too. The children say that owning and reading a newspaper motivates them and enhances their self esteem.’*

Another teacher shared this, *‘In my opinion, the children’s attitude towards newspapers is so positive. Sometimes I have not read certain pages and the kids are already asking about the content on these pages. One day, the pupils came running to tell me that I had appeared on a certain page in the newspaper. I had not even opened the newspaper yet but they had. They read about everyone and they are excited about everything. They are even relating the newspaper to everything around them. For example one of them noticed that the font size of the characters in the newspaper is the same as that in the Bible.’* (Kampala teacher-urban school on the programme)

During the school visits, I had an opportunity to analyse some of the pupil’s creative productions resulting from the NiE programme. I analysed, *The Bright News Eye*, a school newspaper, the Bright Cartoon network and children’s story books written by pupils in one of the peri-urban Schools in Kampala. I was impressed with the work and it was very clear that the children are actually having fun with the newspapers and actually discovering several ‘gems’ in them. However despite the learners’ positive attitude towards the newspaper, I was curious to find out how the children are actually relating to the NiE Activity books.

The Sub-Editor, in charge of the NiE pullout at *Daily Monitor* explained that the activity books are a very important part of the programme because they guide the children and teachers on how to effectively use the newspaper. In his opinion, in schools where the activity books are being used correctly, the programme has actually had greater impact. He says, *‘I have seen a great improvement in the reading culture of schools that have understood the programme. The improvement I have seen has mostly been through their contributions to the NiE pullout. We always tell them to write in, write their opinions and experiences and they always do. I handled Rainbow (Daily Monitor Children’s magazine) for sometime before the NiE programme was introduced so I know that generally children write about very trivial matters. But with NiE, what I have seen is that children are actually tuned in, they are reading the newspapers. They talk about what they read in the newspapers,*

share opinions, about personalities in the news and I think all this is because of NiE's impact on the students. Currently, progress is still slow but it's happening.'

On the other hand, this study established that in some schools, the teachers have not yet fully understood what the programme is about and how the NiE activity books are used. The NiE Sub-Editor confirmed this saying, *'I have been to a number of places where kids don't seem to know what to write in the activity books. They rely on what the teachers tell them to write yet the activity books are actually supposed to be filled in by the child. The child is supposed to read instructions inside the newspaper and out of what they have internalized, write in the books but in many cases when I look at the activity books in one class, I find the same answers which means that the teacher told them what to write instead of the child doing it himself. This is still a challenge and we think maybe the teachers and the children need more training. Some people don't understand the programme as yet maybe because some schools are on for just a year and they are dropped off. Never the less, we are moving in the right direction.'*

In his opinion, NiE had just started in Uganda and therefore such problems are expected. NiE is still a new programme in the country so the implementers are still breaking ground, going to new places where they have never had newspapers. He adds that after only two years of the NiE programme, the implementation team has realized that children generally have a high interest in reading. He says, *'After we've prompted them, told them that newspapers are very easy to use, we have seen the students respond positively. What I have seen is that the reading culture is actually growing and I think NiE is contributing in that it is taking the newspaper to places where children, even if they wanted, could never have gotten this chance to read. So these children even if they don't have novels, textbooks and other readers, at least they have access to the newspaper.'*

Similarly, the CSR Manager of Zain Uganda shared the above sentiments saying, *'I really believe that the programme is already impacting learners in the participating schools. You can gauge a general change in the reading standard of the schools where the programme has been particularly in some of the classes where the NiE programme is taking place. You see that children can fluently read, they write stories that prove their writing skills are being developed. And also to the kids, you can see that the programme is a confidence booster. Once they discover that they can read and write competently, their confidence is definitely boosted.'*

5.3 An analysis of the progression of the NiE programme according to type of school

The study revealed that the NiE programme outcomes also varied according to the type of school. The following are some of the variances disclosed through the research.

In terms of engagement with the programme, this study revealed that the two modern schools were more enthusiastic about the programme than the rural and peri-urban schools. In both modern schools visited, the school administration was greatly involved in the running of the programme. In fact in one of the modern schools visited, the school administration paid *Daily Monitor* for the NiE newspapers until it gained corporate sponsorship. This same school set aside special NiE time on the class timetables to accommodate the programme. Similarly, the peri-urban schools included in the study also set aside time for pupils to use the newspapers. However, the situation was different in both of the rural schools visited whereby the NiE Coordinators confessed that they hand the newspapers over to the pupils and they read them at their own discretion.

It is important to note that setting aside time to use the newspapers within the school is of vital importance to the success of the programme. This is so because pupils need to be guided by the teacher on how to use and exploit the newspaper to improve their reading culture and develop other skills. This can be confirmed in the different programme outcomes registered in the different types of schools. In one of the modern schools visited, the teachers are greatly involved that the school has started their own newspaper. This newspaper is produced by the pupils in the school computer laboratory every fortnight and sold to parents and teachers.

In the peri-urban school that is still on the programme, the NiE teachers are also greatly involved with the programme except for the financial resources that constrain them from starting similar projects. In this school, the pupils started a powerful readers and writers club where many of the learners have written their own story books. However, these pupils cannot have these stories published in print or soft copy because they do not have the finances, or even the computers. Besides, majority of these pupils hail from poor families that cannot afford to support the school in such initiatives.

In the rural schools visited, it was clear that the programme was not given the due attention it deserved. In one of the rural schools visited, the pupils had formed a Readers' and Writers Club but the members had never met by the time I visited this school. In the other rural school visited, the pupils started a Readers and Writers Club after the introduction of the NiE programme. However, this club became inactive when the school was dropped from the programme because no teacher was interested in taking up that responsibility.

Sustainability of the reading interest is another issue that differed in the different types of schools that I visited. In the modern school that had been dropped from the programme, the pupil's increased interest in reading was sustained by the well stocked school library that provided

newspapers and other supplementary reading materials. It should also be noted that in this school, most of the children hail from rich families that are most likely to access newspapers and other NTBRMs at home.

In the peri-urban school that had been dropped off the programme, the school administration is still trying to find ways of providing pupils with reading materials. This school requested parents to pay an additional fee per school term for *Daily Monitor* to continue providing newspapers at a subsidized fee but only six out of a total of about 2,000 pupils paid the fee which crippled those plans. At this point, the school is only hoping for a new sponsor in order to sustain the pupils' boosted reading interest because the school has no library or a sufficient number of supplementary reading materials.

In the rural school that was dropped from the programme, there is no sustainability plan in place. The reading and writing club was buried with the end of the NiE programme because pupils no longer have what to read. The available reading materials are very few and can only be used by pupils while at school. Unfortunately, the school administration cannot afford to avail even a copy of a newspaper for the pupils so their only hope is in re-sponsorship to the NiE programme.

Basing on the findings of this study, one can conclude that teacher motivation, flexible time tables, parental support, availability of finances and facilities such as libraries are key factors that determine the success of the NiE programme within a school. The modern schools included in this study were showing more progress with the programme because their teachers were more involved, there was ample time on the time tables to use the newspapers, and there were plenty of other NTBRMs available in case *Daily Monitor* stopped issuing them with newspapers.

On the other hand, the rural schools seemed heavily dependent on the NiE programme as a source of reading materials which meant that they had no fallback position in case they were dropped from the programme. The NiE teachers in these schools were also not as involved in the programme activities and did little else besides handing the newspapers over to the learners and marking the activity books. In both rural schools visited, there was no time set aside for the NiE teachers to meet with the pupils and then discuss different issues in the newspapers or the week's NiE activities as specified in the NiE activity books.

5.4 Views about the relevance of the NiE programme to national education goals

The NiE programme is focused on improving the literacy levels among Ugandan children by using newspapers to solve some of the literacy related issues in education. The programme also aims at enhancing life skills in the primary school curriculum, opening up the learning environment to make it more interesting and engaging and improving the relevance of school education in Uganda.

The programme is relevant to the UPE initiative, as the focus moves to improving the quality of primary education. The objectives of NiE are in line with education targets of numeracy, literacy and life skills under UPE. The NiE newspaper contents are relevant especially for English and Social Studies and beneficiaries report tremendous contributions towards improvement of English comprehension, current affairs and a reading culture, all of which provide the foundation for pupil success in academics.

The Young Readers' Coordinator pointed out that the greatest advantage of the NiE programme is the fact that newspapers are encouraging pupils to think critically and read analytically. He says, *'When you look at the 2008 PLE results, children performed poorly because UNEB tried to change the exam setting from general knowledge to logic questions. The pupils failed to use the knowledge they had to reason out the questions because they are not used to thinking critically. Reading newspapers frequently will expand their mental faculties and also increase their level of understanding.'*

The NiE Sub-Editor concurred with the above point when he said that the NiE programme is a very important tool in government education programmes. According to him, NiE has managed to reach the most rural parts of the country where the government has failed to reach. He said, *'What NiE is doing is to bring the corporate world on board to support education in the country. You know education is the worst funded sector although right now government is making amends and giving it more funds. However decades of underfunding and under-investment have caused this very important sector to atrophy so NiE is important to government by bringing in the private sector to get directly involved in education particularly lower education. We are relieving government of this very important role and of course we are looking at NiE being a tool for social development.'*

According to the interviews with the selected teachers, the programme has opened their eyes and introduced them to an alternative teaching method and a more current 'text-book' outside the traditional academic textbooks. One of the teachers had this to say, *'NiE is a very interesting programme. It opened the eyes of the teachers in this school. What we used to do is mainly zero in on our text books/coursework books that the Ministry was giving us and that is where we were narrowing our teaching. For example, when it was English, and we wanted to teach composition, we would go to that book. We were married to*

that book but when the NiE programme was brought in, we realized that it was a better and more current reference.'
(Kampala teacher, peri-urban School-off the programme)

The NiE Sub-Editor added, *'The one greatest advantage that I have seen is that it is a living tool. It is very dynamic. News changes every minute and these children know what is happening. They have the advantage because you know in a textbook, you are going to learn the same thing that people learnt 5 years ago but newspapers are current, they have photographs, current affairs, they have figures, facts about everyday life and the real world. The only thing that holds back the power of the newspaper in the class is that many teachers do not know how to use it so its power is lowered otherwise it is a very powerful tool.'*

A Head teacher of a peri-urban school on the programme agrees that teachers still need more training in order to fully exploit the power of the newspaper. She says, *'Teachers need more training on how best to utilise the newspapers. Using the newspaper within the classroom needs a lot of innovativeness and creativity. Teachers need to be given more training and technical support to be able to exploit the newspaper as an educational resource.'*

Commenting on the efficiency of the programme, the NiE Sub-Editor pointed out that it should be expected that the programme still has some setbacks. He said, *'I know that NiE right now may not be giving off the expected dividends but it's just three years. I think NiE in five years, when our organisation has gotten accustomed to it, when they know what to do and we know what to do, it's going to be a unifying factor, it's going to play an important role but in a long time to come. The important thing is that when the dividends start to come in, they will be great!'*

The sponsors of the programme also consider the NiE programme a worthwhile investment because through it, they are not only providing children with newspapers; they are opening doors for them into the future. Zain Uganda is the lead sponsor of the NiE programme with three years of Platinum sponsorship. When interviewed, The CSR Manager, Zain Uganda had this to say, *'We chose NiE because it's part of our platform to support education in Uganda. At Zain Uganda, we have a big project dubbed, 'Build Our Nation' where we distribute textbooks to Primary schools in Uganda. NiE is a continuation of that. Concerning the reading culture, we believe that NiE is hitting the issue head on. It's a good programme. The more schools that are reached, the better. The best thing about NiE is that it is tangible. I cannot stress enough the relevance of current affairs in academic success. I don't think this is an aspect that is taught in schools these days but in our days, it was. So through NiE, learners get to find out current affairs in Uganda, in the neighbouring countries and the world.'*

5.4.1 The appropriateness of the NiE design and content to address quality education issues in Uganda's primary education.

The study established that the NiE programme is guided by the NiE Consultant, George Kelly who prepares periodic activities and gives guidelines on what to run in the pullout and the activity books. *Daily Monitor* also subscribes to the World Association of Newspapers and has access to their NiE website which gives ideas on how different companies can run their NiE programmes successfully.

After a year of sponsorship, SNV Uganda contracted Rand Group Consult Limited (a research consultancy firm), to assess the progress of the NiE programme. According to the final evaluation report, the SNV evaluation team considered the NiE design appropriate for its purpose. While the evaluation team claimed that the design and content of the programme is highly relevant and adequate for its purpose, different stakeholders have varying opinions.

When asked to comment on the relevance of the NiE content and design, the Executive Director of RAU, expressed regret because she had not been in contact with the NiE team at *Daily Monitor* yet she was impressed with their efforts. In her words, *'Unfortunately, I have not interacted with the Daily Monitor yet but I am inviting them for a reading conference that we are organizing in September 2009. I think NiE is a very good programme because newspapers are a very cheap and available resource. In town, almost every parent buys a newspaper so this would be a very easy way of providing schools with reading materials.'*

This study also sought the opinion of two leading NGOs championing the fight for quality primary education in Uganda. The officials from these organizations are of the view that while the NiE programme is a commendable effort, its design and content needs to be reviewed. Their thoughts are highlighted below;

'If we are to enhance the reading culture, we have to begin with the lower classes. These children learn best within the environment where they are. This newspaper is centrally placed and produced. If it's to be improved, they should prepare material contextually according to regions. For example, the NiE issue today relates to the kids already exposed to things such as cars which may alienate rural learners. It needs to be contextual to children's environment so that the learners' interests are aroused because they will be able to relate to it.' (General Secretary, UNATU)

She also made an important note that the current NiE programme is basically a profit-motivated initiative aimed at increasing circulation gains and securing a future market for *Daily Monitor*. As she puts it, *'You wouldn't expect them to invest in rural areas where people don't read newspapers therefore it will be limited to only the city centre schools or to areas where Daily Monitor and her partners have greater economic gains.'*

Similarly, the Education Theme Head at AAIU believes that the efforts being made by *Daily Monitor* are commendable though the programme is limited in terms of coverage and focus. He says, *‘The programme is complimentary to other existing initiatives by different actors in improving the quality of education especially in as far as they are a rich source of non-text-book reading materials. The quality of content needs to meet the required specifications and standards and also be widely available for every child to access.’*

He adds *‘Not all schools are able to access these reading materials due to the associated costs. The privileged urban schools still maintain the upper hand in accessing these materials through their own school initiative and by the initiatives of parents who can afford the luxury of a newspaper. The rural poor who actually form the majority of the disadvantaged groups do not access these materials. There ought to be a redistributive mechanism for these materials so that all schools in the country have the opportunity to access them.’*

However, Fagil Mandy holds a different view. He notes that focus should not be placed on the NiE content but more on the issue of accessibility of supplementary reading materials. He says, *‘I think NiE is a good programme. Currently the newspaper is the cheapest reading material. Newspapers quite often have material relevant to the students as well. Of course it’s also a marketing strategy but you know as you market, you are also extending a social service of readability which is developing people’s capability to read.’*

He adds, *‘I think Daily Monitor has taken the lead and other newspapers like The New Vision have also taken it up. As long as the programme pulls students to the newspaper, and encourages them to develop an interest in reading, we can shift to more serious content later. I support NiE and I like the idea. I think it’s very vital because these are the future readers. I think it’s a very commendable effort.’*

The study also sought the view of the institution in charge of designing the primary school curriculum in Uganda regarding using newspapers within the classroom as an educational resource. An official from NCDC explained that while journalism enhances education and newspapers have great informational power, NCDC is very skeptical about the content being distributed in the schools. He says, *‘A teacher can use newspapers to teach all disciplines because they are very useful education resources that cover a wide range of content. We would recommend them but we think twice because some of these newspapers are tabloids while others thrive on sensation or discuss horror stories that scare the learners. Some of these newspapers do not even use the right language. They either use vulgar language or slang. It really depends on the newspaper in question.’*

When asked whether NCDC analysed *Daily Monitor* content before the NiE papers were distributed, he confessed that although NCDC is charged with the mandate to recommend reading materials that are distributed to the schools, the Centre did not check the NiE papers before they were

distributed in schools. He explained that due to financial constraints, the centre is unable to run an effective check-system meaning that unsuitable material may filtrate into the schools without their knowledge. As he puts it, *'We cannot be everywhere. On a general note, we do not refuse these newspapers to go to the schools but the Head Teacher and classroom teachers have the mandate to choose which additional resources are fit to be used. If they think that NiE is a good material, then it is okay. What we know is that every teacher is supposed to have very good moral standing to be able to judge that something is good or not good for the learners.'*

5.4.2 Vote of confidence in the NiE programme

Additionally, an interesting element that emerged from the study is that the programme is highly desirable even among schools that have not yet tried it out. According to an interview with the Young Readers Manager, there are very many non programme schools that request to be included on the programme or even request to share NiE papers with the participating schools, which can broadly be taken to be the vote of confidence of in the NiE programme. Furthermore this study observed that schools that have been dropped from the programme are still hopeful that *Daily Monitor* will lobby for more sponsors so that they can be put back on the programme. Some of the teachers included in the study had this to say:

'When we announced at the school assembly that we would no longer be receiving newspapers but only 20 copies would be given to the readers' clubs, the children shouted... 'It's not fair'. Our children are so interested in the programme that they suggested the newspaper fee be included in the school fees. We contacted Daily Monitor, who advised parents to pay a subsidized fee of 7000/= for each child to receive a copy of the newspaper. We communicated to the parents through a circular at the end of that term. Unfortunately only 6 children paid the fees so we still failed to continue with the programme. My wish is to see all parastatals sponsor this programme. Even if the papers are few, they will still go a long way to help these pupils.' (Kampala Teacher, Peri-Urban School-off the programme).

'I feel that the NiE programme is very good and Government should lend a hand to Daily Monitor because sponsors cannot do it on their own. The NiE programme boosted our reading skills and academic performance. During the time that we had NiE, our schools registered 100% first grades in English in the national PLE exams. Really, the NiE candle should be kept burning at all costs' (Kampala teacher, Modern school-off the programme).

'Towards the end of first term 2008, we were hosted to an NiE party and since then we have not received any more newspapers. The programme was very good and our children were enjoying it. As a rural school, we never had access to newspapers before but with NiE, both the teachers and pupils developed an interest for current affairs. You see, with newspapers, there are very many interesting stories that really interest and excite the children. It engages the children and enables them to keep reading on their own without even the guidance of the teacher. If the programme had

continued in the school, our reading culture would have greatly improved.'(Wakiso teacher, Rural school-off the programme)

The great desire to a part of the NiE programme is an indirect measure of how schools view the contribution the programme can make to their schools. Unfortunately sponsorship is limited yet there is an overwhelming number of requests from non-participating schools, who wish to join the programme country wide. Getting the programme out to every school is very expensive yet sponsors cannot give all the required funds. The education need is very big yet due to the financial crisis, some sponsors cut down on their funding while others stopped theirs completely.

Additionally, the fact that more companies, organisations and individuals are signing up to sponsor different schools on the NiE programme is another sign of confidence in the programme. In fact SNV Uganda had suspended its sponsorship at the peak of the financial crisis but when the economy stabilized, they renewed their partnership with *Daily Monitor* in January 2010.

5.5 Chapter Summary

This chapter presented the findings of this study. As is typical of a qualitative research, extensive samples of interviewee responses are included in the report. By using the participants' own words, I wanted to accurately represent the reality of the persons and situations studied.

The research revealed that getting non-text book materials such as newspapers in the hands of the learners is a step in the right direction towards improving literacy levels and boosting the reading habits of learners. With the NiE programme, children have access to reading materials with which to practice reading at school and at home. Teachers have also testified that academic performance particularly in English Grammar has improved with the introduction of the NiE programme in their schools.

However an important aspect arising from these findings is that while the NiE programme is supplying pupils with reading materials, the programme has not yet fully reaped the expected benefits within the schools as is being portrayed in the press reports. The view of this research is that the NiE programme is a step in the right direction but learners, teachers and project implementers need more time to fully understand the programme before it can 'change lives of readers', 'Score high in terms of improving reading culture' or 'Reap big in terms of reading achievement' as is being portrayed in the NiE media reports. The current positive outcomes of the NiE programme being registered can be comfortably referred to as 'a work in progress'.

CHAPTER SIX

CONCLUDING DISCUSSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents an evaluation of the whole study in terms of research questions, theoretical framing, and study objectives. Salient issues emerging from the research, as well as the conclusions and recommendations drawn from the study are also presented. This study was premised on the argument that while there have been several press reports on the success of NiE, the programme MAY not be making any contribution to improving primary education in Uganda. Such stories implying that the NiE programme is growing in importance COULD be promotional pieces aimed at maintaining and attracting sponsors for the programme. *Daily Monitor's* goals in introducing the NiE programme COULD be more economic than developmental since NiE has huge economic rewards attached to it. For example, NiE has the advantages of immediate circulation gains, and securing a future market.

This argument was based on two skepticisms; the first being that while campaigns like NiE are good in terms of media education and otherwise, newspapers are usually considered an *adult medium* making it difficult for children to easily identify and connect with them. Secondly, while the NiE programme has been praised for its success in the schools where it is being implemented and is said to be reaping fruits already as has been publicized in the aforementioned press reports, it is too much to expect such a campaign that has been around for only two years to have had an immediate effect on the quality of education in Uganda.

6.1 An evaluation of the study

Of particular importance to this study was highlighting the factors behind the introduction of the NiE programme by *Daily Monitor*. As thoroughly discussed in chapter five, this study revealed that the factors behind the introduction of the programme are both developmental and economic.

Economically, the programme is a means of growing a future market for *Daily Monitor* as well as boosting circulation gains particularly on Monday when the newspapers are distributed to schools countrywide. It is important to note that initiatives aimed at preserving future readership are developed from a 'long-term perspective' and are aimed at making contact with future readership. This type of long-term project generates little immediate financial profit but goes a long way in jump-starting a reading culture for that particular newspaper.

During the fieldwork, I discovered that an added economic advantage of the NiE programme is that *Daily Monitor* has managed to create a monopoly within the school environment. Although another newspaper company *The New Vision* started a similar programme, 'NiE is becoming synonymous with the *Daily Monitor* newspaper. This is confirmed by some of the informants who found it hard to believe that the NiE programme is a world-wide project that has been in place for over 70 years because they thought it was a '*Daily Monitor*-inspired programme'. They also found it hard to believe that NiE programmes can be implemented in different ways outside the *Daily Monitor* way. In fact one of the teachers in a rural school that had been dropped off the programme confessed that he had never thought of *The New Vision* initiative as a NiE programme because the company does not distribute free newspaper copies to pupils as is being done by *Daily Monitor*.

Due to the recognition that *Daily Monitor* is receiving through the NiE programme, many companies that desire to make a contribution towards improving the reading culture in Uganda's primary schools are likely to channel their support through *Daily Monitor* and not through other less recognized newspaper companies. By January 2010, *Daily Monitor* had signed up five new sponsors; Hima Cement, ZOA Uganda, Norwegian Refugee Council, World Vision, Moneygram and several individual sponsors. Old sponsors such as ZainUganda, Citi Foundation and SNV Uganda also renewed their support to the NiE programme.

The efficacy of the NiE programme as a force to promote reading and address literacy-related issues affecting the quality of education in Uganda

Secondly and central to this study was situating the NiE programme by *Daily Monitor* within the broader government policy framework on quality education for all Ugandan children. Here, the study explored the contribution of the NiE programme towards resolving the aforementioned literacy-related issues affecting primary education in Uganda.

As presented in chapter five, this study explored these literacy-related issues further in order to gain a deeper understanding of the focus of the NiE programme. The research revealed that the poor reading culture among Ugandan school children can be attributed to several home, school and policy factors in Uganda. It was also established the teaching and learning environments in Uganda are not only poorly resourced but are also very rigid and closed which immensely affects the learning outcomes. Furthermore, the education system in Uganda is more focused on academic achievement than life skills development which undermines the quality of education received.

The study revealed that the NiE programme is relevant to the government's efforts to improve the quality of education in Uganda. The goals, objectives and mission of the NiE programme are

particularly in line with the EFA goals which the Government of Uganda recommitted herself to attaining by 2015. A closer examination of the 2015 EFA goals reveals that the NiE programme is a direct response to goals 3 and 6 as explained below;

Goal 3 aims at ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes. The study revealed that the NiE programme has provided a framework where teachers and pupils not only look at text books, but also other NTBRMs to enhance their knowledge, literacy and reading culture.

Through the introduction of newspapers with the teaching and learning environment, teachers selected for this study revealed that pupils have gained more interest in learning because the classroom environment is more fun and engaging. Additionally through the different trainings, teachers have been introduced to an alternative teaching methodology. The trainings have equipped teachers with skills of using NTBRMs such as newspapers in their classrooms.

The study also revealed that the NiE programme has been used as a tool to build self confidence and other life skills among the pupils. Teachers selected for the study also revealed that the NiE newspaper is used in career guidance as well as sex education lessons. Debating, reading, speech and writing clubs have been re-energised as a result of the NiE programme. Some schools have even empowered their pupils to start their own school newspapers.

The NiE programme also fits directly into EFA goal 6 that aims at improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. Literacy, which is one of the biggest quality education issues in Uganda, is at the heart of the NiE programme. The design and content of the NiE programme are a response to four literacy-related issues undermining the quality of primary education in Uganda. These issues include; poor reading culture, resource-poor teaching and learning environments, a closed and rigid learning environment and an education system lacking in terms of life skills development.

The NiE programme has been beneficial to the participating schools with improvements in the reading culture being registered among teachers, pupils and other members of the school community. One of the teachers in a modern school currently on the programme told me that many of his pupils confessed that before participating in the programme, they had seen newspapers at home but never actually gone as far as reading one. The findings demonstrate that the NiE campaign has prompted pupils and teachers to take that first step of taking interest in newspaper

content. Some schools have even registered improved academic performance following the introduction of the NiE programme.

The view of this research is that the biggest contribution of the NiE programme has been giving pupils, teachers and other members of the school community access to some form of non text book reading material. Through the programme, newspapers are put in the hands of the learners which enable them practice reading at their own time and pace. In some parts of rural Uganda, for example Bukwo District, the NiE programme was the first contact that schools and the community had with newspapers. The NiE programme has succeeded in removing barriers for the pupils in Uganda who rarely or never have access to newspapers at home.

6.1.1 An American dominated programme in an African setting

The NiE programme is designed and produced in North America by the WAN. The different NiE activities are also prepared by WAN. It is the responsibility of the specific countries to localise the programme and the NiE activities to suit their local setting. In the case of the NiE programme in Uganda, the NiE team usually contracts the services of a WAN consultant to help in the localisation of the programme.

It would be too much to expect that a programme produced and designed in the United States could have relevance in respect to its content to Ugandan readers. The NiE programme would be useless if the content referred to scenarios, features and themes outside Uganda's setting. Irrelevant and inappropriate reading materials do little to encourage reading. Ugandan readers require content that is specific to their needs and most importantly one that they can relate to and easily understand.

With the NiE programme in Uganda, the WAN consultant works closely with the Young Readers Coordinator during the localisation process. This is very important because the NiE team in Uganda, as the implementing body needs to play a proactive role in this process. This team usually knows more about the Ugandan situation than the consultant. They also know more about the needs of the young readers in Uganda and are best suited to design and develop content to meet these needs.

In an interview with the Young Readers Manager, she explained that the NiE team faces a number of challenges in localising the internationally prepared activity to fit the Ugandan setting. These include; the texts are usually too complicated, the scenarios may have to change a great deal because Ugandan learners have not been exposed to them (Need to create new scenarios) and high expenses involved in hiring the expertise of the WAN consultant.

Two important elements were highlighted in this study regarding such foreign programmes working in an African setting. The first element is that it is of utmost importance to know the recipient before handing over any reading materials. This means that whoever is designing and conceptualising the programme needs to understand and respond to recognised local needs. A cursory examination of four NiE activity books revealed that some of the content was foreign to a typical Ugandan pupil. For example, a look at one of the activity books titled ‘Race into Reading’ shows that the reader needed to understand and visualise a ‘race track’ to complete most of the activities. A race track is a feature that does not exist even in Kampala, so it would not only be hard for the teachers to understand but the children as well. The first activity in this book also required pupils to draw a cartoon character. This task would be simple for children in urban areas but the same may not be for rural learners who may not be familiar with cartoons.

Another activity book, ‘The reading passport’ required pupils to identify institutions such as temples, sports clubs, social clubs, and libraries in the *Daily Monitor* which are not common in most parts of rural Uganda. The book, ‘Race into reading’ was also illustrated with pictures of white kids on skates yet skating is a very rare activity in Uganda. There was a noticeable difference in the activity book titled ‘The Daily Monitor Paper chase’ because the illustrations were pictures of black children dressed in a common Ugandan school uniform-things that young readers in Uganda can easily identify with.

The second element is that for such programmes to appeal to young readers, they need to be demand driven. This means that research has to be conducted among a cross-section of young readers in Uganda to find out their needs. This means that children and NiE teachers need to be involved in the design and conceptualisation of the ‘localised’ NiE materials. As with any development programme, periodic evaluations and monitoring are a necessary part of the process and are useful for both the NiE implementing team and the recipients. Questionnaires and on-site evaluations can be used for such a purpose.

Questionnaires covering topics such as appropriateness and usefulness of NiE materials can be issued to the NiE teachers. An example is that one of the teachers in a Peri-Urban school that is still on the programme confessed that while the newspapers are a useful reference in English and Social Studies, less emphasis is placed on mathematics and science subjects yet the Government is currently prioritising science subjects in terms of scholarships and grants at higher education levels.

On-site evaluations can give the NiE project team a clearer evaluation of how the programme is impacting the reading habits of the learners. In an interview with the Young Readers’ Manager, she

explained that the NiE team carries out regular school visits with the sponsors to find out how the pupils are engaging in the programme. However, due to financial constraints, they cannot carry out comprehensive monitoring and evaluation in all the schools currently on the programme. Fortunately this gap is sometimes filled by sponsors, who carry out their independent monitoring and evaluation on the progression of NiE among the pupils and share the results with *Daily Monitor*.

Regarding the issue of NiE content probably alienating some of the rural learners, the Young Readers manager explained that Uganda is a multi-cultural country with over 100 different languages and cultures and it would be expensive to make different materials for different learners in different cultural settings. It is their desire that all children relate to the programme and for this reason, they have to incur huge expenses to hire a consultant to try and localise the NiE material as much as possible. Probably with more sponsorship, NiE materials can be localised and diversified even further to cater for different cultural settings by producing different pullouts for different regions.

6.1.2 Newspaper in Education schemes: A driving force for the media literacy?

In order to develop a theoretical framework for this study, I had to delve into the realm of theory surrounding the concept of media literacy. While media education is used to refer to the process of teaching and learning about the media, on the other hand, media literacy is seen as the outcome (knowledge and skills) learners acquire. Media literacy has also been approached or taught in different ways which has raised issues concerning the right pedagogy and scope.

The NiE programme can be categorised under the approach that gives importance to media being used for educational purposes. Newspapers are seen as a practical link between the classroom and the environment. While the implementers of this programme consider it an invaluable step towards media literacy, other media literacy scholars disagree because the programme is seen to promote an entirely uncritical use of newspapers yet critical analysis is one of the core elements of media literacy. Other elements are access, and creative competence.

Access as a dimension of media literacy refers to the physical access to media and the cognitive and practical ability to use the media. With the NiE programme in Uganda, the sponsored schools are assured of free access to *Daily Monitor* newspapers every Monday during the school term. Unfortunately, physical access to newspapers is not always guaranteed because schools may be dropped from the programme after only one term due to lack of sponsorship. The concept of access also stretches beyond physical access to include accessing information and content from the newspapers. The study revealed that the implementers of the NiE programme prompt learners to

explore the newspaper content by using NiE activity books. The activity books are filled with different tasks that require the learners to read the newspapers in order to complete them.

Critical analysis and evaluation are other vital elements of media literacy. In relation to newspapers, media education programmes such as NiE should enable learners to analyse, or understand four aspects of this particular media as discussed by Buckingham (2007). First, *representation*-whereby learners should understand that newspapers do not simply reflect the world but represent it in particular, selective and motivated ways while also marginalizing other voices. Second, *language*-learners should be able to understand the 'grammar', 'rhetorics' of the writing styles used and their significance. Third, *production*- learners should be taught to discern who is communicating to whom and for what purpose. Fourth, *audience*- the learners should also be able to understand their own positions as readers or users of the newspaper. The study revealed that very little and in some cases no attention is paid to this dimension of media literacy. The NiE activity books do not include activities that encourage critical analysis and evaluation of the newspaper content which is one of the programme's weak points regarding media literacy development.

Lastly, media literacy underpins the hope that readers will not only be receivers but also producers of content. The study revealed that the NiE programme in Uganda encourages learners to write and have their stories published. The NiE pullout that appears in the Monday issue of *Daily Monitor* is usually painted with different contributions from pupils countrywide. Some schools with the necessary resources have also started school newspapers while others have writers clubs where children write their own story books. Basing on the findings of the study, the NiE programme is a good platform for children to express themselves, enjoy freedom of expression and have their ideas heard.

Judging from the above evaluation, it is the view of this study that while the NiE programme in Uganda has the potential to develop all the skills related to media literacy, the said potential is not fully exploited because emphasis is placed more on the development of reading abilities and creative skills than on the development of critical skills. Children should be taught that the media are not a 'window' of reality and experience but are just a symbolic representation of the world we live in. The NiE programme has to teach children how to critically analyse and evaluate the media because media messages are constructed and produced within economic, social and political, historical and aesthetic contexts.

6.1.3 Section summary

Basing on the findings of this study, it is clear that children can identify with newspapers especially if the language is simple and easy to understand. As long as they are prompted to explore the newspaper in interesting ways as is the case with the NiE programme, children will be encouraged to read newspapers which demystifies the myth that newspapers are an adult medium. In the participating schools, the programme has succeeded in eliminating this negative prejudice about newspapers being an *adult medium*.

Although the NiE programme has been in existence for less than three years, the study revealed some level of progress in the participating schools. Of course progress differed in different schools depending on factors such as teacher commitment to the programme, its duration, and school location. The view of this research is that the NiE programme has great potential to improve primary education in Uganda but it is too soon to start declaring success. According to this study, the NiE programme by *Daily Monitor* is a 'work in progress'. There is still a gap in the programme delivery because many teachers and pupils do not understand the programme well. For this reason, many teachers do little beyond distributing the newspapers to the pupils while others go ahead and tell the learners what to fill in the activity books.

The NiE programme has many goals and objectives and its focus is aimed at addressing four literacy related issues affecting primary education in Uganda. The programme in its design has the capacity to do this but unless the implementers, particularly teachers are given thorough training on how to exploit the newspapers for their benefit and that of the learners, the programme may not progress beyond providing learners with supplementary reading materials.

Through the different research methods employed, I managed to gather enough data to adequately answer the research inquiry at hand. The research methods chosen were highly adequate for the study because the researcher was more concerned about a holistic and descriptive study about the NiE programme in Uganda. The qualitative approach taken gave the researcher the required flexibility to make methodological decisions basing on the situation at hand. The data was analyzed exploitatively and the research questions guiding this study were answered to a larger extent.

In order to make an evaluation of the theoretical framework used to back this study, it was important to draw back to the conceptual map developed by Tornero (2008) and discussed in Chapter three. Using this conceptualization, this study concludes that the NiE programme is a soft introduction to media literacy for children. Newspapers within the classroom can be used to encourage active citizenship and participation among children as well as inculcate critical and

creative abilities. However, the programme needs to balance all these skills in order to become relevant not only to media literacy development but to progressive education, lifelong learning and quality education.

6.2 The NiE programme: Salient issues

There are two salient issues emerging from this research and both are directly related to the focus of the NiE programme. This study revealed that the factors behind the introduction of the programme are both developmental and economic and both aspects are considered very important.

The first salient issue arises from the economic aspect of the NiE programme where *Daily Monitor* is using the programme not only to grow a future market for its newspaper but also as a means of boosting circulation on day that newspapers are delivered to the schools.

The second issue is drawn from the developmental aspect of NiE where the programme is a concerted effort by *Daily Monitor* to solve some of the literacy-related issues affecting primary education in Uganda. Basing on the findings of this study, it is clear that there is a great need to create a conducive environment at home, school and in the community before the NiE programme can run successfully and smoothly.

6.2.1 The rise of ‘edupreneurs’

The economic aspect of NiE is very important to *Daily Monitor* and it is therefore no surprise that the programme is housed directly under the marketing department. NiE is clearly one way of selling the *Daily Monitor* brand especially since readership in Uganda is gradually shrinking.

Since NiE is heavily dependent on corporate sponsorship, it is very important that a lot of effort is put in attracting new sponsors and maintaining old ones. A cursory examination of the NiE pullouts revealed that a great deal of editorial space is used to highlight benefits of the programme and to showcase the successes of the programme so far. Most of the photographs in the pullout show sponsors making school visits, handing out certificates to children or listening to children read different stories in the newspaper. Most of the stories written by the children in the participating schools are filled with praises to the different sponsors.

The sponsors of NiE also use the pullout and NiE activity books (illustrated by Appendix VI & VII) as a platform to advertise their education-related products and services. Some of the adverts that appeared in the different NiE pullouts include some of the following. Pepsi: (*Read more for a better future. Dare for more*), National Insurance Corporation (NIC): (*Ensure your child's education with*

NIC Comprehensive Insurance package for schools.) Barclays Bank: (A bright future needs planning today. We all want the best education for our children so that they have the brightest future possible. With our Barclays Junior Eagle account, you can plan to give your child the best education possible. The Barclays Junior account is designed to guarantee your child's education because it has special features for you.)

The implementers of the NiE programme boast of getting the private sector in Uganda actively involved in promoting quality education in Uganda. At the global level, WAN is also actively promoting private corporate involvement in public education systems by urging these companies to sponsor NiE programmes in their respective countries. The question remains; *what is the impact of private involvement in public education?*

A new study commissioned by Education International (EI) reveals that a growing trend towards privatisation of public education is often camouflaged by the language of 'education reform' or introduced stealthily as 'modernisation'. The study titled, *'Hidden privatisation in Public Education'* explores two types of privatisation: one in which ideas, techniques and practices from the private sector are imported to make schools more businesslike; and another in which public education is opened up to the private sector for profit.

A central issue, as this report so clearly shows concerns the very ethos of education. The question raised by this EI research is; *Is education about giving each child, each young man or woman, the opportunity to develop his or her full potential as a person and as a member of society? Or is education to be a service sold to clients, who are considered from a young age to be consumers and targets for marketing?* (Catlaks, 2008:26)

The study noted that the so-called education industry is enormously profitable and within this big business, the newly emerged of *edupreneurs* are set to reap the biggest profits. These researchers argue that in many countries, privatisation has proceeded so far that it is seen as inevitable or simply 'common sense'. They urged educators to be skeptical of private initiative, and to look more deeply beyond the immediately apparent benefits of, free computers, and equipment or learning resources.

The most insidious effects of hidden privatisation, these researchers discovered, were the ways in which relationships between teachers, pupils and parents are changing. When education is commoditized, the results-including the accomplishments of students-become seen as products. In this way, school leaders become business managers, teachers become technicians and students-depending on their results-become assets or liabilities in a school ranked against all its neighbours.

In the case of the NiE programme, the study revealed that within the schools environment, *Daily Monitor* and its partners are not only using the programme to advertise their products to the school community but teachers and pupils are stealthily becoming marketers of these products to the outside community. In the schools I visited, school notice boards and classrooms were filled with poems and articles praising *Daily Monitor* and the particular NiE sponsors in their schools. Some children had gone further and composed songs praising their NiE sponsors.

On one occasion, I was scheduled to visit the reading, writing and debating club of one of the modern schools selected for this study. The NiE Coordinator at this school mistakenly introduced me to the pupils as an official from *Daily Monitor*. After sitting through the club meeting, the children put up a ‘mini- praise show’ for me where they recited poems, read stories, and gave speeches praising and thanking *Daily Monitor* for the NiE programme. Of course when these children go home, they continue to sing similar praises to their parents, guardians and other members in the community who are actually potential customers. Basing on the findings of this study, one can say that *Daily Monitor* and its partners are using the NiE programme to serve their own Public Relations and marketing goals.

Critics of this position may point fingers at *Daily Monitor* and its NiE partners for cleverly taking advantage of schools that are so underfunded and desperate for materials that they will jump at anything that is provided free of charge. One ought to realise that the programme is very expensive to maintain; therefore as a way of benefitting from their NiE investments, the sponsors are effectively using it as a platform to serve their own Public relations goals so that either way, it is a ‘win-win’ situation. Also, the good that *Daily Monitor* and the sponsors of NiE are doing by providing supplementary reading materials to poorly resourced schools in Uganda outweighs the potential dangers of using the program as part of a Public Relations campaign or marketing strategy.

6.2.2 Creating a conducive environment for the NiE programme

The study revealed that the NiE programme is relevant to the government’s efforts to improve the primary education in Uganda. The programme has been able to furnish many learners in selected primary schools with reading materials to enable them practice reading and develop a reading culture.

However, while providing NTBRMs such as newspapers is an essential pre-condition in the development and promotion of a reading habit, the findings of this study reveal that the low literacy levels among primary school children has as much to do with the supply-side factors as it does with the demand-side factors. This means that even if *Daily Monitor* through the NiE programme made

sure newspapers in schools were bountiful consistently replenished, and appropriate, the utilization of such materials would not necessarily be significantly better.

As illustrated in the ecological and conceptual framework (figure 1) guiding this study, unless access to newspapers and other reading materials is sustained and unless these NTBRMs are both accompanied by and reinforced through appropriate policies and practices, poor reading habits and low literacy levels among Ugandan school children are likely to persist. There is a great need for creating sustained interest in reading NTBRMs, whether at the policy, school, home, or community level.

This view is also echoed in the research findings by the team funded by the Rockefeller Foundation to study literacy practices in primary schools in Uganda in 2007. The research findings say that the needed change in the reading culture among primary school children is dependent upon changes at all levels-home, school, and policy level. In other words, there are external factors outside the school level which constrain the reading habit that should be dealt with as well (Muwanga et al, 2007).

In this regard, the onus for promoting reading is on all stakeholders, including teachers, children, and parents. The various stakeholders need to be guided in their different roles in promoting the reading habit. As part of the creation of interest in reading, there must be a deliberate and conscious effort by all stakeholders to create an atmosphere conducive to reading, whether at home, school or in the community as shown in the conceptual and ecological framework developed in chapter one. Based on the findings, this study makes the following recommendations. The recommendations are driven by the belief that the efforts made to improve literacy levels and reading habits of Uganda's pupils need to be comprehensive, multi-faceted and simultaneous at all levels.

At the school level, there is need to initiate or strengthen practices for developing a reading culture including: Reading clubs, writers clubs, debating clubs. These clubs encourage child-led activities such as news reading, debates, discussions, exhibitions, dramas, sharing of pupil's stories and encouraging pupil-made reading materials. These activities encourage children to practice their reading skills and also reinforce their personal interest in reading for pleasure.

There is also a need for a written, well displayed and often-repeated set of non-punitive rules and regulations governing the use of NTBRMs in school and at home. Pupils need to be encouraged to borrow the available NTBRMs without fear of being punished.

The school management needs to also lobby for funds to set up school libraries and separate storage facilities for the NTBRMs. A well organised library with an inviting environment where pupils can read comfortably is an important element in developing a reading culture among pupils.

Additionally, the school management needs to create time for reading on the school timetable and ensure that it's used accordingly. The school needs to give pupils time to use the available NTBRMs and also schedule time for reading lessons for all classes and not just Primary one and two.

The theme at the 17th Annual Book week celebrated in September 2009 was 'A reading parent, a reading child'. The main focus of the event was to mobilise parents and guardians to create home environments that promote the reading habit. Similarly, the school as an important contact point for parents and guardians needs to take this initiative further.

The school management needs to also mobilise parents to create an atmosphere that encourages pupils to read for pleasure while at home. There is need for a negotiated policy for involvement of parents in reading practices at school and at home. Parental participation has a big bearing on the child's learning at school and at home. Mobilisation of parental support to children's reading culture can be done through School Management Committee (SMC) and Parents Teachers Association (PTA) meetings.

At the government level, a lot needs to be done to create a conducive environment within programmes so that the NiE programme can succeed. The government needs to play its critical role in ensuring that education financing is increased, teacher quality and teacher motivation are improved as well, in order for the NiE programme to have the desired impact among the learners.

A major contributing factor to quality education is the availability of adequate trained and motivated teachers to support the learning needs of the children. Ultimately, the development of a reading culture is ultimately contingent in what happens in the classroom, and teachers are in the front line of service. Despite the national average Teacher-Pupil ratio of 1:57, there are disparities in the ratios by district with some districts posting as high as 1:90 for the districts of northern Uganda. There is also a general lack of motivation by teachers mostly related to poor remuneration, living and working conditions and limited opportunities for professional development. This has consequently led to a flight of teachers from the profession and a lack of new teachers to fill the gap.

Greany (1996) posits that raising educational standards requires additional government expenditure on education in general and on the primary sector in particular where majority of the pupils are

found. Teachers are also one of the most important determinant of NiE success, therefore if the programme is to succeed, there is need to improve the quality of the teacher.

The Government of Uganda needs to commit more clearly to improving the status and morale of the teaching profession in order to attract more people and to motivate and retain those who are already in the service. There is a great need to increase education funding in order to meet the required TPRs and the provision of adequate living and working condition for teachers.

According to Greany (1996), improving teacher training and teaching is likely to lead to a substantial improvement in reading habits and literacy levels. He advises that teachers should be introduced to sound pedagogical approaches for teaching reading through long and short term in-service programs, which can be provided through various means including distance education. Teachers should also be encouraged to give students time to read in class to develop not only reading skills but also favorable reading habits and attitudes. Similarly, teachers should serve as reading role models by reading themselves and by sharing some of their reading experiences with their students.

Additionally, the government needs to realize that the examination-oriented curriculum dilutes learning outcomes and inhibits the development of a reading culture. The most outstanding mode of measuring learning outcomes in Uganda is the examinations on literacy and numeracy. Quality learning outcomes are usually associated with excellent academic performance in the examinable subjects.

Though the national examinations test several competencies such as recall of knowledge, comprehension of facts, ideas and concepts, affective, moral, and life skills are not tested. This has encouraged an examination led education system, at all levels of learning where students read not for pleasure but to pass exams. Additionally reading has been portrayed not as a lifetime habit, but as a short-while path to passing examinations.

Similarly, teachers are also pressured into prioritizing the examinable subjects and placing less emphasis on development of reading skills, an aspect that is not examinable. Gauging school and pupil progress by their examination performance has pushed teachers to the wall to either produce first grades or perish! There is need to extend the learning outcomes beyond examinations towards creating all round and productive pupils who can take responsibility for their future and that of their communities, nation and world. Education learning outcomes that promote sustainability in all aspects should take centre stage in the school curriculum. Such a curriculum will be driven by

programmes such as NiE which in turn will be given more attention and importance by both teachers and pupils.

The government needs to take deliberate measures to create a favorable environment for publishing of text-books and supplementary reading materials. Government should support book publishing by exempting books and supplementary reading materials from sales and Value Added taxes (VAT). Local authors too could be exempted from income taxes to encourage more local production. Local production is important because such material is close to the pupil's culture and life experience therefore making it easy for them to identify with and understand it. Local production will also reduce government dependence of book donation schemes that have a number of limitations.

For example, Durand and Deehy (1996) discuss that some of these donations are harmful and irresponsible with donors sending to developing countries study guides without texts, outdated travel guides, thousands of copies of obscure titles for which there was no minimal need, indices for missing reference materials and outdated computer manuals. Known in the professional jargon of practitioners as 'dumping', such materials are dispatched off to developing countries by adhoc donation programmes and other donors who believe that 'any book is better than no book at all'. These types of inappropriate material do little to encourage reading and have enforced a negative perception that donated book programmes are at best, marginal to development.

6.3 The NiE programme in Uganda: Programmatic weaknesses and recommendations

In this section, the weak points in the NiE programme are discussed and solutions for better service delivery are also given. These weaknesses are a combination of views by informants, and personal interaction with the programme in six schools. The weaknesses and possible solutions are discussed concurrently.

6.3.1 Distribution of NiE papers

Transporting NiE papers from the district to schools is a fundamental challenge. Whereas *Daily Monitor* ensures the NiE paper is produced every Monday and delivered to the districts, delays for subsequent distribution of papers to schools is common. This is usually as a result of lack of transport especially in hard-to reach areas. This causes major delays with some schools receiving papers five days after publication. This challenge is worsened by absence of budget support at the districts to support the distribution and schools lack budgetary resources to routinely pick the papers from collection centres. This undermines the smooth running of the programme since some schools tend to lag behind because of the delays. There is a great need to devise a mechanism to

ease the distribution of papers up to the school level. Additionally, the ability to collect the newspapers on a regular and timely basis should be one of the selection criteria for participating schools.

6.3.2 Teacher training

An average of three teachers is trained in each participating school out of the average of 20 teachers per school. The number of teachers with the necessary skills to effectively utilize the NiE papers is therefore still small. Besides, some of the trainings are hastily conducted due to limited resources. The one-day training is not sufficient enough which has limited the potential benefits from the NiE newspapers to participating schools. For example, teachers in lower primary are expected to be creative enough to interpret for Primary One and Primary Two pupils so that they can learn to associate, relate and identify with the newspapers and not only read them, but it is not happening in most schools due to limited training of the teachers in this skill.

Additionally, trained teachers are supposed to conduct similar trainings for colleagues within the school. However, it was established that due to time and other factors, teachers who were trained rarely came back and shared with other teachers who had not been trained by *Daily Monitor* on the skills and knowledge acquired. In cases where this was done, it was informal as part of the staff and school management meetings. This study suggests an expansion of teacher training in the participating schools. The training of trainers (ToT) approach should be emphasised where a core team of resource persons is facilitated to roll out the training in the school. A refresher training once a year will also be a good way of adding value to the programme efficiency.

In the future, the use of newspapers as teaching and learning tools should also be incorporated into the Teacher Training College (TTC) curriculum to adequately supplement the programme in primary schools. Emphasis could be on training the next generation of teachers on the alternative teaching approaches and different learning materials.

6.3.3 NiE language

Pupils in rural districts especially those in lower classes have a challenge of reading English, which affects their ability to effectively utilize the newspaper. Pupils use the dictionary and group approach to address this; however the absence of enough dictionaries in the schools is also a challenge. This is even more challenging for the lower primary sections of the schools. However,

there is overall consensus that the language is not necessarily difficult but the standards in some of the selected participating schools are low. This study suggests that selection of participating classes should be done considering the academic standing of the school. For example, in schools with weaker academic profiles, the NiE programme should target upper primary levels where English comprehension is better.

6.3.4 Monitoring and evaluation mechanisms

Lack of a structured programme monitoring and reporting mechanism to inform management is a key challenge. There is need to put in place a structured reporting system/mechanism, that should be reviewed regularly by the implementers of the programme. A basic report format should be designed for schools to show the progression of NiE activities within the schools.

6.3.5 Sustainability

Krashen (1993) posits that not all in-school reading programmes intended to increase amount of reading lead to gains on tests of reading proficiency. Gains are more likely when the programme endures a year or more. Sustainability is another key challenge to the success of the NiE programme. At the time of the study, all schools visited did not have any clear strategy about the sustainability of the NiE programme rather they all showed that they still needed to depend on corporate sponsorship which is not assured every term. Some schools have been dropped from the programme after only one term because sponsorship was cut off.

Furthermore, most of the participating schools are UPE schools, for which the government UPE policy of ‘free education for all’ does not permit schools to seek contributions from parents for any school activity. On the other hand, the grants under UPE to schools per pupil are also too low to enable schools sustain the NiE programme on their own. At the district level, a component exists in the UPE budget framework for scholastic materials, and the NiE papers best fit within this. The challenge is that this budget is so low to accommodate and sustain this component. It is therefore clear that unless government provides additional funding for scholastic materials in order to cater for the newspapers initiative, the NiE program cannot be sustained by the schools or the districts.

In the view of this research, *Daily Monitor* should step up its efforts to create reading clubs in all the selected schools. In this way, *Daily Monitor* will support reading clubs instead of individual pupils. The number of newspapers per school will then be reduced and more schools can be maintained and/included on the programme.

6.4 Conclusion

As I come to the close of this study, I would like to reflect on some of the main issues uncovered in this study. First, while the NiE programme may not contribute directly to social development in Uganda, its contribution towards enriching the traditional classroom pedagogies by introducing the newspaper as learning and teaching tool is a positive step towards higher literacy levels in Uganda.

Secondly, the views of different stakeholders tend to characterize the promotion of good reading practices in terms of the provision of bountiful reading materials, citing such provision as the most important precondition for the development and promotion of reading habits. While providing NTBRMs such as newspapers is essential in promoting the reading habit, the findings of this study reveal that additionally, there should be deliberate and conscious effort to create an atmosphere conducive to reading whether at home, school or the community library; in short, creating a 'pull factor' by bringing pupils, teachers, parents and the community as a whole into a sustained culture of loving reading.

Thirdly, in order for programmes such as NiE to gain ground and have more impact on the learners, there is need to solve the wider quality education issues within which these programmes are working. For example, teacher morale needs to be boosted, class sizes reduced, education funding increased and most importantly, the direction of the curriculum shifted from being examination to skills and ability oriented.

Finally, Knuth, Perry and Duces (1996) argue that good campaign plans take into account not only the immediate goals of making people literate but also long-term plans for maintaining literacy after basic skills are acquired. The NiE team at *Daily Monitor* needs to devise a practical sustainability plan in the participating schools. This need for sustainability requires a network of institutions, all working together with strong commitment to improve the literacy levels and reading culture of Uganda's primary school children. The network includes national government ministries, the publishing industries, parents, guardians, potential sponsors and the general Ugandan public.

In conclusion, basing on the limitations of this study, I recommend further studies be conducted among pupils participating in the NiE programme in order to gain a more comprehensive understanding of how newspapers can be used as tools of literacy and the progression of the programme in different school settings. Basing on the limitations of the current study in terms of coverage, a wider survey ideally covering at least two schools (one rural and one urban) in each of Uganda's regions should be conducted.

Bibliography

- Bickman, Leonard, Rog, Debra J (Eds). (1998) *Handbook of applied social research methods*, Thousand Oaks, California: Sage.
- Boyarin, J. (Ed). (1992). *The Ethnography of Reading*. Berkeley: University of California Press.
- Bryman, Alan. (2004) *Social Research Methods*, Oxford: Oxford University Press.
- Buckingham, David. (1994). *Children talking television: The making of television literacy*. London: Falmer.
- Buckingham, David. (2003) *Media Education: Literacy, learning and contemporary culture*, Cambridge: Polity.
- Bulmer, Martin, Warwick, P. Donald, (Eds) (1993) *Social Research in Developing Countries*, London: UCL Press.
- Catlaks, Guntars. (2008) *Public education at risk of privatisation by stealth* in 'Worlds of Education' EI newsletter, no .27/September 2008.
- Clay, M (1993). *Language Policy and literacy learning* in L. Limage (Ed), *Language policy, literature and Culture*, Paris: UNESCO.
- Doyle K, James (2004): *Handbook for IQP Advisors and Students; Introduction to Interviewing Techniques*, Prepared for the Interdisciplinary and Global Studies Division, Worcester Polytechnic Institute, USA.
- Durand, Rosamaria, Deehy, Suzanne (1996) *Donated Book Programs: An Interim Measure* In: Greaney, Vincent (ed) *Promoting Reading in Developing Countries*, Newark, International Reading Association.
- El-Khateeb, Muhammed. (2008) *The role of school media education* In: Carlsson, Ulla, Tayie, Samy, Jacquinet-Delaunay, Genevieve and Tornero P, Jose Manuel (Eds) *Empowerment through media education: An intercultural Dialogue*, Goteborg, Nordicom.
- Elley, Warwick (1996) *Lifting literacy levels in Developing Countries: Some implications from an IEA study* In: Greaney, Vincent (Ed) *Promoting Reading in Developing Countries*, Newark, International Reading Association.

- Fagerberg-Diallo, Sonja, (2001), *Constructive Interdependence: The Response of a Senegalese Community to the Questions of why Become literate* In: Olson, R. David, Torrance, Nancy (Eds) *The making of Literate Societies*, Malden, Massachusetts, Blackwell.
- Farrell, J, P, Heyneman, S.P (1989) *Textbooks in the developing world: Economic and Educational choices*, Washington, DC: World Bank.
- Ferguson, Robert. (2001) *Media education and the development of critical solidarity*. Media Educational Journal, 30, 37-43.
- Freire, Paulo. (1976) *A few notions about the word 'conscientisation'* In: R, Dale et al (Eds), *Schooling and capitalism*, London: Oxford University Press.
- Freire, Paulo. (1978) *Pedagogy of the oppressed*. Middlesex, UK: Penguin.
- Greaney, Vincent. (1996) *Reading in Developing countries: Problems and issues*. In: Greaney, Vincent (ed) *Promoting Reading in Developing Countries*, Newark, International Reading Association.
- Guthrie, J, & Wigfield, A. (1997) *Reading engagement: A rationale for theory and teaching*. In J. Guthrie & A. Wigfield (Eds), *Reading engagement: Motivating readers through integrated instruction*. Newark, DE: International Reading Association.
- Hall, Stuart, Whannel, Paddy (1964) *The Popular Arts*, London: Hutchinson.
- Halloran, J and Jones, M. (1968) *Learning about the media: Communication and Society*. Paris: UNESCO.
- Hart, B, Risley, T.R. (1995) *Meaningful difference in the everyday experience of Young American children*. Baltimore, MD: Paul H. Brookes Publishing Company.
- Hess, R. D, Holloway, S. (1984) *Family and School as educational institutions*. In R.D. Parke (Ed), *Review of child development research*, 7: *The family* (pp.179-222). Chicago: University of Chicago Press.
- Hobbs, Renee. (1998) *The seven great debates in the media literacy movement*. Journal of Communication, 48 (1), 16-32.
- Hoggart, Richard. (1959) *The uses of literacy*, London: Chatto and Windus.
- Izizinga, Rose. (2000) *The teaching of reading in Uganda* In: Parry, Kate (ed) *Language and literacy in Uganda: Towards a sustainable reading culture*, Kampala: Fountain Publishers.
- Jensen, B. Klaus. (Ed.) (2002) *The Qualitative Research Process* In: *A handbook of media and communications research: qualitative and quantitative methodologies*, Routledge: London.

- Kellner, Douglas, Share, Jeff. (2007) *Critical Media Literacy, Democracy and the Reconstruction of Education* In: Macedo, Donald, Steinberg R. Shirley (Eds) *Media literacy. A reader*, New York: Peter Lang.
- Kellner, Douglas. (1998) *Multiple literacies and critical pedagogy in a multicultural society*, Journal of Education Theory, Volume 48, Number 1.
- Kellner, Douglas. (2004) *Technological transformation, multiple literacies, and the re-visioning of education*, E-learning, 1 (1), 9-37.
- Knuth, Rebecca, Perry, Barbara and Duce, Brigitte. (1996) *Libraries and Literacies in Developing Countries* In: Greaney, Vincent (Ed.) *Promoting Reading in Developing Countries*, Newark, International Reading Association.
- Krashen, S.D. (1993) *The power of reading: Insights from the research*. Englewood, CO: Libraries Unlimited.
- Krussay, Susanne. (2008) *Media Education and School Curriculum* In: Carlsson, Ulla, Tayie, Samy, Jacquinet-Delaunay, Genevieve and Tornero P, Jose Manuel (Eds) *Empowerment through media education: An intercultural Dialogue*, Goteborg, Nordicom.
- Kvale, Steinar. (1996) *Interviews: An introduction to Qualitative Research Interviewing*, Thousand Oaks, London & New Delhi: Sage.
- LeCompte, M.D, Schensul, Jean (1999) *Designing & Conducting ethnographic research: Ethnographer's Tool kit*, California: Altamira Press.
- Lindlof, R. Thomas. (1995) *Qualitative Communication Research Methods*, California: Sage.
- Lockheed, M.E, Verspoor, A.M, & Associates. (1991) *Improving Primary Education in developing countries*, New York: Oxford University Press.
- Luke, C. (1997). *Media literacy and cultural studies*. In S. Muspratt, A. Luke, & P. Freebody (Eds.), *Constructing critical literacies: Teaching and learning textual practice* (pp. 19-49). Cresskill, NJ: Hampton Press, Inc.
- Masterman, Len. (1980) *Teaching about Television*, MacMillan: Routledge.
- Masterman, Len. (1989) *Teaching the Media*, London: Routledge.
- Maxwell, Joseph. (1998) *Designing a Qualitative study* in: Bickman, Leonard, Rog, J. Debra (Eds.) *A Handbook of Applied Social Research Methods*, London: Thousand Oaks.

- McGregor, Gordon. (2000) *National Policy and practice in language and literature education: Some reflections from afar*. In: Parry, Kate (Ed) *Language and literacy in Uganda: Towards a sustainable reading culture*, Kampala: Fountain Publishers.
- McClaren, Peter. (1989) *Life in schools*. New York: Longman.
- Ministry of Education and Sports. (2003) *Draft School Library Policy*, Kampala
- Muwanga, N.K, Aguti, J.F, Mugisha, J.F, Ndidde, A.N & Siminyu, S.N. (2007) *Literacy Practices in Primary Schools in Uganda: Lessons for future Interventions*, Kampala: Fountain Publishers.
- Nain, Zaharom. (2001) *From pedagogy to Praxis: Freire, Media Education and Participatory Communication* In: Nain, Zaharom, Thomas, Pradip, Richards, Michael (Eds) *Communication and Development: The Freirean Connection*, New Jersey: Hampton Press.
- Nsibambi, Apolo. (2000) *Language and literacy in Uganda: A view from the Ministry of Education and Sports* In: Parry, Kate (Ed) *Language and literacy in Uganda: Towards a sustainable reading culture*, Kampala: Fountain Publishers.
- Oliveira Joao. (1996) *Textbooks in Developing Countries* In: Greaney, Vincent (Ed) *Promoting Reading in Developing Countries*, Newark, International Reading Association.
- Olson, R. David, Torrance, Nancy (2001) (Eds) *Conceptualising literacy as a personal skill and as a social practice* In: Olson, R. David, Torrance, Nancy (Eds) *The making of Literate Societies*, Malden, Massachusetts, Blackwell.
- Parry, Kate. (2005) *Introduction in: Teaching Reading in African Schools*, Kampala: Fountain Publishers.
- Patton, Michael (1990) *Qualitative evaluation and research methods*, Newbury Park: Sage.
- Piette, Jacques, Giroux, Luc. (1996) *The Theoretical Foundations of media education programs* In: Kubey, W, Robert, Kubey, Robert (1996). (1996) *Media Literacy in the Information age: Current perspectives*, New Brunswick: Transaction Publishers
- Postman, Neil. (1985) *Amusing ourselves to death: Public discourse in the age of show business*, New York: Viking.
- Postman, Neil. (1992) *Technopoly: The surrender of culture to technology*, New York: Random House.
- Prinsloo, M., Breier, M. (1996). *The Social Uses of Literacy*. Amsterdam: Benjamins.
- Qvortrup, Lars. (2007) *Media Pedagogy: Media education, Media Socialisation and Educational media*

- Republic of Uganda. (1992) *Government White Paper on the Education Policy Review Commission Report on Education for National Integration and Development*, Kampala, Ministry of Education and Sports.
- Sanderson, Paul. (1999) *Using newspapers in the classroom*, Cambridge: Cambridge University Press
- Sarantakos, Sotirios. (1998) *Social research*, Houndmills: Macmillan.
- Servaes, Jan. (2008) *Communication for development and Social change*, Los Angeles: Sage.
- Sholle, David. (1994) *The Theory of Critical Media Pedagogy*, Journal of Communication Inquiry, 18; 8-29.
- Slyva, Kathy, Blatchford S. Iram. (2003) *Bridging the Gap between Home and School: Improving achievement in Primary Schools*, Kampala, Fountain Publishers
- Street, Brian (1984) *Literacy in theory and practice*, Cambridge: Cambridge University Press.
- Street, Brian (2001) *Literacy and development: ethnographic perspectives*, London & New York: Routledge.
- Tornero P, Jose Manuel. (2008) *Media Literacy: New Conceptualisation, New Approach* In: Carlsson, Ulla, Tayie, Samy, Jacquinet-Delaunay, Genevieve and Tornero P, Jose Manuel (eds) *Empowerment through media education: An intercultural Dialogue*, Goteborg, Nordicom.
- Walter, Scott. (1996) *Promoting Children's Book Publishing in Anglophone Africa* In: Greaney, Vincent (ed) *Promoting Reading in Developing Countries*, Newark, International Reading Association.
- Wells, C. Gordon, Chang-Wells, Gen Ling. (1992) *Constructing knowledge together: classrooms as centers of inquiry and literacy*, Portsmouth, NH: Heinemann.
- Williams, Raymond. (1958) *Children and Society*, London: Chatto and Windus.
- Williams, Raymond. (1961) *The Long revolution*, London: Chatto and Windus.
- Wimmer, D. Roger, Dominick, R. Joseph. (2004) *Mass Media Research: An Introduction*. 4th Edition, California: Wadsworth Publishing Company.
- Wolcott, F. Harry (1995) *The art of fieldwork*, Walnut Creek, California: AltaMira Press.
- Yin, K. Robert. (2003) *Case Study Research: Design and Methods*, Thousand Oaks, London & New Delhi: Sage.

Important websites

www.monitor.co.ug

www.unesco.org

www.naafoundation.org

www.education.go.ug

www.worldbank.org

www.popsec.org

www.seminar.net

APPENDICES

APPENDIX I: Interview guides

a) Interview guide for NiE project staff at *Daily Monitor*

Background

- Which Department is responsible for NiE at *Daily Monitor*?
- What is the composition of the NiE team?
- Who are the target audience for the NiE program and why?
- How many schools are under the program and what type of schools?
- What are some of the factors determining the type and number of schools?
- What is the level of penetration of the NiE program in the schools where it is being implemented? (Does it cover all classes?)
- What are the processes involved in preparing the NiE programme for each school term?

Focus

- What are the main factors behind the introduction of the NiE programme?
- What are the main education issues that the NiE is addressing?
- What are the goals of the programme?
- Is there a vision or mission statement?

Contribution towards improvement on the quality of education in Uganda

- In your opinion, in what ways has the NiE programme changed;
- The Pupil's reading culture, academic performance, and interest in learning, the learning environment, and the schools where it is being implemented?
- In what other ways do you think NiE is making a contribution towards improvement on the quality of education in Uganda?

Impact of NiE on *Daily Monitor*

- What are benefits *Daily Monitor* has reaped from the introduction of NiE?
- What are the challenges faced?
- Future plans for NiE? i.e. scope, focus, contribution etc

b) Interview guide for Sponsors of the NiE programme

Background

- Why did you choose to sponsor the NiE program?
- In what ways to do you sponsor the program?
- How many schools does your organisation sponsor?
- Which criteria were used to decide the particular schools to be sponsored?
- What role does a sponsor play in the implementation of the NiE programme?
- What is your opinion about the scope of the NiE programme? i.e. Primary School children
- What are the expectations of a sponsor from;

i) *Daily Monitor*

ii) Schools being sponsored?

Focus

Considering Uganda's current education situation, what is your view about the education issue (poor reading culture) being addressed by the *Daily Monitor* through the NiE programme?

Contribution

- In your opinion, what do you think has been the impact of NiE in the schools which you are sponsoring? i.e. on the children, teachers, the school environment etc
- From your point of view, in what ways do you think the NiE program is contributing towards improvement of quality education in Uganda?
- Future plans: How long do you plan to continue sponsoring the NiE programme? Do you plan to increase the number of schools being sponsored?
- What are some of the weaknesses of the NiE programme?
- How do you think the NiE programme can be improved?

c) Interviews with NiE teachers

Background

- How is the NiE programme organised in your school? i.e who is responsible for the programme? Who are the members of the NiE Team in your school? How are the newspapers actually used within the classroom and privately by pupils?
- What do you think about the form of training you get as part of the NiE programme?
- What is your opinion about the target of the NiE programme? i.e Primary School children

Focus

- Considering Uganda's current education situation, what is your view about the education issue (poor reading culture) being addressed by the *Daily Monitor* through the NiE programme?

Contribution

- From your point of view, how has the NiE Programme changed; the pupil's reading habits, interest in learning, participation in class, academic performance, and their attitudes towards newspapers?
- In what other ways has the NiE programme changed the lives of your students and your school?
- In what ways do you think NiE is contributing towards improvement on the quality of education in Uganda?
- As a teacher, in what ways has the NiE programme changed your teaching style? What is your opinion about using newspapers as tools for learning within the classroom?
- What are some of the challenges of using newspapers within the classroom environment?
- In your opinion, what are some of the weaknesses of the NiE programme?
- In what ways do you think the NiE programme can be improved?
- What are the future plans for the NiE programme at your school?

d) Interviews with NGOs, government official and relevant personalities

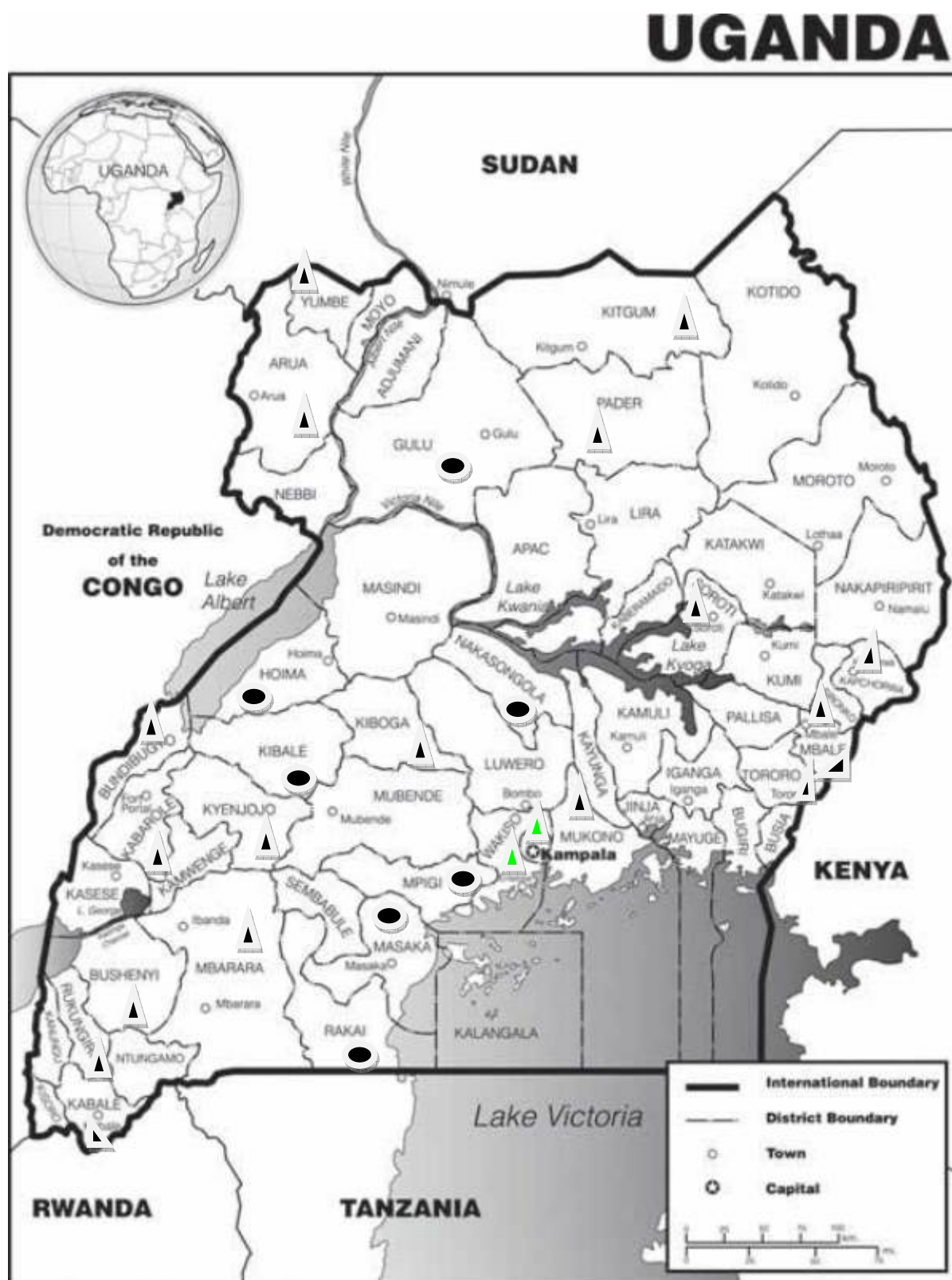
Focus

- What is your opinion about the target of the NiE programme? i.e Primary School children
- Considering Uganda's current education situation, what is your view about the education issue (poor reading culture) being addressed by the *Daily Monitor* through the NiE programme?
- As an advocate for quality education in Uganda, what is your opinion about using newspapers as educational resources and additional textbooks within the classroom environment?

Contribution

- In your view, what are some of the contributions of the NiE programme towards improvement on the quality of education in Uganda?
- What is the relationship between NiE and the current primary education situation?
- In your opinion, what are some of the other ways a programme such as NiE can be exploited to contribute towards improvement of the quality of education in Uganda?
- In your opinion, what are some of the weaknesses of the NiE programme? I.e. in their scope and focus?
- In what ways do you think the NiE programme can be improved to make a greater contribution towards improving the quality of education in Uganda?

APPENDIX II: Map of Uganda showing the dimension of the NiE programme in Uganda



Monday, November 3, 2008 | No. 301 | US\$5 1,200 | Ksh80 RPE50 Tsh1,200 Jmb 2,000

DAILY MONITOR

Truth Every Day www.monitor.co.ug

SCORE LINE
Roman
Commander
Also find inside: M2

11 states will decide next US President

The swing states can go to either candidate
Florida, Ohio have been crucial in past two polls

Don Wanyama & Agencies
Kampala

When Americans go to the polls tomorrow to elect a new President, the focus will be on 11 states that will determine the next occupant of the White House.

Unlike the other 41 states that are already firmly behind specific candidates, these 11 can be won by either Democrat Barack Obama or Republican John McCain. That explains why they are called swing or battleground states.

The 11 battleground states are Indiana, Virginia, West Virginia, North Carolina, Ohio, Missouri, Pennsylvania, Florida, New Hampshire, Colorado and Nevada.

With a combined 141 electoral college votes, the swing states are a must-win for either candidate. That explains why Mr Obama and Mr McCain have spent the last weeks campaigning in these states.

Past elections illustrate the importance of swing states. In 2000, Republican George W. Bush edged out Democrat Al Gore after beating him by about 500 votes in Florida to carry the state's 25 electoral college votes. In 2004, Mr Bush defeated Democrat John Kerry but that time, the crucial swing state was Ohio.

Battle for the presidency

U.S. voters do not directly elect their president and vice president. Instead, in all states except Maine and Nebraska, the candidate who wins the popular vote is allotted electoral votes - representing the population size of each state - in the 538-member Electoral College. The candidate who wins a simple majority of electoral votes wins the presidency.

REPUBLICAN: John McCain / Sarah Palin **DEMOCRATIC: Barack Obama / Joe Biden**

Solid McCain | Leaning McCain | Battleground states | Solid Obama | Leaning Obama

270 Electoral College votes needed to win

Electoral count: McCain 157 | Votes up 75 | Obama 306

*Maine and Nebraska both use an alternative Congressional District Method to distribute their electoral votes
Source: www.reuterspolitics.com - polls taken between October 29-31
© GRAPHIC: NEWS

Briefings

DAILY MONITOR
KAMPALA

Monitor increases cover price
KAMPALA: Daily Monitor will from today go for Shs1,200 while the weekend editions will cost Shs1,500.
Page 4

Makere's troubles
KAMPALA: The university administrators abandoned a meeting after newly students threatened the life of Vice Chancellor Livingston Lubobi.
Page 6

Malaria threatens East
KAMPALA: Malaria cases in Polling District could rise following the withdrawal of the use of Hecopax for malaria treatment.
Page 8

North plagued
KAMPALA: Suffering in the north seems to never end. After surviving the drought and floods, the area is now struggling with cholera plague.
Page 9

Battle for territories
KAMPALA: The battle for the post election is not about to end. Banyoro and Baganda are each claiming Bunai as part of their territory.
Page 13

To comment on these and other stories in the Daily Monitor go to www.monitor.co.ug

THE LIZARD
BUT THE SABAGASE HAS ALREADY PREVAILED ON THEM
NRM CAUCUS TO MEET OVER MBABAZI FATE

NRM MPs meet today to decide Minister Mbabazi's fate. Page2

zain **Ayyayah!! Enrich your Lifestyle!!!**
Buy a Zain SIM pack or a fully connected Nokia 1200 'Kataali' or Top up or type *150# and press Yes/Call.
www.zainlifestyle.com

3 July
12 Hours Only & much more to be won!!
DON'T MISS

APPENDIX IV: Sample 1 of the NiE pullout

MONITOR

ISSUE NO. 002

NiE NEWSPAPERS in Education

MONDAY, FEBRUARY 23, 2009

Developing young readers

To become a partner in this project or to subscribe for this project call 0312 391123



Teachers embrace NiE

A teacher looks through her Daily Monitor at last week's NiE training workshop. PEDN PHOTO



EDUCATING THE NEXT GENERATION!

Literacy is the corner stone to all learning. Young persons who develop strong reading skills in the early years of their education are more likely to do better in school and will be able to build skills for life. We believe reading is fundamental to future success.

Citi Foundation

citi

Sample 1: Page 1 of 4

EDITORIAL

Helping children realise their hidden potential

As we said last week, our activity this term is called *News makers*. We shall be navigating the world of news; what makes news, what does not, who, why and when events happen.

This is an activity we expect to be as involving for the children and their teachers as it shall be for the parents and guardians.

This week, we focus on the different talents that the children could be helped to develop. As parents and teachers,

getting involved in the educational lives of our children can be such an enjoyable experience. As they grow and learn, these experiences shall never leave them and they'll always look back at them for reference later on when they've grown.

The children who have been given the opportunity by the United Nations to find their wings in broadcasting are some of tomorrow's radio and newspaper legends. They have the chance to discover now how they will change their world.

Many people discover late what their calling in life is and they always regret the lost time. For the children in this competition, there can only be excitement.

NiE is a growing programme. There is always some child somewhere who needs to be on the programme so corporate bodies are called upon to take advantage of this opportunity to be truly effective in their corporate social responsibilities.

The year is still young; there are still

so many children to help see the light. An individual or a corporate body make that much needed difference sponsoring a school or even more than one. It is a decision one can never regret.

News makers are responsible citizen of their country. That is what *Daily Monitor* is emphasizing in NiE. You could also part of this programme. Get in touch with us.

Steven Tendro
stendro@monitor.co.ug

Unicef introduces children to world of broadcasting

JARAH ACHEN KIBISI

The United Nations Children's Fund (Unicef), an organisation that tries to eradicate the plight of children all over the world, will be introducing children in Uganda to mainstream media practice as part of the celebrations to mark the International Day of Broadcasting, March 1.

A group of children from all regions of the country will be selected by Unicef to present different programmes on various radio and television stations highlighting the importance of children's days, issues affecting or propelling their growth and childhood.

Speaking at the *Daily Monitor* offices at Namuwongo recently, Unicef's Communication Officer Michael Wangusa noted that it's a special day for children, all over the world as they will be given a platform on radio and television stations in special programmes to express themselves on issues around them.

International Children's Day of Broadcasting (ICDB) is observed every year as a global event, during which broadcasters around the world devote airtime and programming to children. The theme for ICDB 2008/2009 is "Unite for Children: Tune for kids".

Children are encouraged to explore their creativity and try their hands at actual broadcast production through child-originated programming, presentation, entertainment, child-generated news, views, and interviews.

In Uganda this year more than 50 radio and television stations from all over Uganda have answered the National Council for Children's (NCC) and Unicef's call to observe the ICDB by having special programmes for children.

Children will be involved in presenting news bulletins, commentary, talk shows, discussions, live phone-ins, debates, interviews, staging, producing traditional and

modern music, dancing, drama, folklore, storytelling, poetry recitation, composition reading, sports commentary, presenting ICDB promotional messages, jingles, announcements and spot messages on the ICDB theme. It will definitely be a fun day for children.

The awards mainly involve a series of activities involving children (and adults) that culminate in broadcasts made during the ICDB each year. Subsequent activities include the mobilisation of a select panel of judges to review entries made by participating radio stations to indicate which broadcasts best capture the spirit of the ICDB.

The broadcasts are then nominated for awards in a range of categories under the general themes of: information; entertainment; production; child participation; and overall performance.

CONTINUED ON PAGE 111



A future journalist

Photography opportunities

ZAHRA ABIGABA

In a bid to empower Ugandan children to strengthen their self knowledge and esteem, the first ever photography competition has been launched.

It's intended to promote children's creative expression of photographic talents, give them a chance to tell their own stories through pictures and to let the public know how children see the world through their eyes.

The Ugandan Child Photographer of the Year competition was launched by U4U Multimedia Limited in conjunction with Jenny Wesley Focus Project, a Netherlands company.

Speaking at the launch of the competition at Kisule Nursery and Primary School in Bukoto, U4U Media's Public Relations Manager Francis Kimwama said the old cliché, "a picture is worth a thousand words" will be put to the test in this competition.

"While children may not actually write exactly a thousand words, they will have the chance to think critically about their interpretations of the events in an image."

Ms Kimwama said selected children countywide between 4-12 years will be provided with

digital cameras to take pictures on their own and later they will submit the pictures to the competition.

The categories to be considered shall be the school, family, child abuse, religion, likes or dislikes, environment, child sport and the free choice picture category.

Ms Kimwama encouraged parents to give their children cameras to take part in the exciting and rewarding project where they could win prizes adding that their cameras are not enough to be accessed by every child in the country.

The winners will be awarded Shs2,000,000 in cash prizes a trip to the Uganda Wildlife Education Centre plus a package from the organisers.

After selecting the winners all pictures that make it to competition will be put together in a huge exhibition for public.

U4U multimedia limited start accepting entries on April 1 and the deadline is June 30.

The award ceremony will be held on October 3 at a venue to be communicated.



Ms Bentley holding a baby recently. PHOTO BY ZAHRA ABIGABA

Teachers get NiE skills

STEVEN TENDRO

The first training session of the new NiE activity season was a success. Held at Islamic School, Wakiso, the session was attended by representatives of PEDN and *Daily Monitor*. It was stressed that the role of PEDN is to monitor the interests of Citi Foundation, one of the sponsors of the programme in various schools.

The 13 teachers in attendance were given refresher tips on how to best use newspapers in their classrooms. Mr Dixon Ampumusa,

the coordinator of the programme at Monitor Publications explained that the teachers would find their work a lot easier by using *Daily Monitor* in their classrooms. "We call it a living textbook because it carries current info," he said. "We can learn from the children even as they learn from us as teachers." He further said teachers do not need to always be there to monitor the progress of their charges.

The newspaper belongs to the child. "Let them do whatever they want with it," Mr Ampumusa appealed. The teachers were given

guides in using the NiE materials. Examples like as the children find parts objects in their papers, explored and the effects of exercises were also discussed the long-term development of a child.

The teachers said newspapers have contributed significantly to the improvement of the children's performance in the programme. In most schools the papers are distributed at lunch time and thereafter, the NiE is specially set aside, begins.

* TeacherAmbassador

Meet the teacher with a big heart

OPIO SAM CALEB

Jane Bentley is a professional teacher, a mother of two and a secret admirer of the Ugandan education system.

She was in Uganda for a week to promote school partnership activities and connected her partner school to the Internet. She gave her mind to Newspapers in Education

What is the explanation for your passion for little children?

Definitely I have a passion for them because I am a teacher, though with a degree in science. I have 39 children between 4 and 11 years in my school at Imanfechain. You can't be a good teacher without having an attachment and love for the children that will draw them close to you

How did you discover the Ugandan school in Kamuli?

Through Barbara Maycock, we got linked up and the British Council's Department for International Development funded Patrick (Wakaboli's) headteacher visit to Wales and now the three of us, Barbara, Gareth and I are here for a reciprocal visit. We are also her for the signing

of the partnership memorandum of understanding agreement.

What is your impression of your experience so far?

The teachers in Uganda, despite hard conditions, are committed, hardworking handling very large numbers of children and very patient with them.

The people here are credibly beautiful, warm, hospitable and eager to learn new values.

The education standards here are high. The progress children make in learning new skills and knowledge is impressive maybe because they realise that education is their only hope and future.

What is involved in school partnerships?

Partnerships have exchange programmes between the schools that give exposure to global outlook and appreciation of their differences. It involves the partner schools coming up with relevant curriculum, having efficient and quick communication but there comes the challenge of Internet and computer education, which I challenge charities and corporate bodies to come in to assist.

Any message you'd like to leave us?

Let us get involved. Give in the little we have including hope to the children and have change in people's mindset

and perception about Africa.

I have really learnt that there are lots more good things in Uganda than we are made to believe.



Ms Bentley holding a baby recently.

Unicef introduces children to world of broadcasting

FROM PAGE 11

Award winning broadcasts will receive a trophy and cash prize during the ceremony.

Participating stations could enter 2 items: Team A from highlights of children's programmes between January 1, 2008 and March 1, 2009 and Team B from ICDB. A CD or DVD not more than 10 minutes long. Entrants shall be required to indicate the station the entry originated from to Unicef after the ICDB not later than March 15.

Broadcast stations will submit recordings of their ICDB programmes to Unicef as entries into the ICDB 2009 competition.

A panel of 20 children from each of the four regions of Uganda will be the judges of the competition.

The panel will be comprised of five girls and five boys from primary schools, and five girls and five boys from secondary schools in each of the four regions. A panel of experts

in the broadcast media Uganda will review judgments by the child judges.

In May the winners of competition will be presented awards in the category of creativity, informal entertainment, product child participation and the overall winner shall named.

The best three perform stations will this year, for first time, be entered in global ICDB competition will be eligible to win award at the ICDB global prize giving ceremony organized by Unicef headquarters New York.

Involving child increases the level participation in the broadcast media through encourages the prioritization production of programmes children covering children issues by the broadcast media to increase the level awareness about children issues," Mr Wang explained.

Do you know the company your child is keeping?

STELLA NAKAKANDE

In my primary days, two girls in a class lower than the one where I was were presented at the school's assembly one afternoon. They had been caught trying to shoplift dolls from a nearby shop. It also turned out that they had not attended school that day.

Having been in school uniform, they were brought straight to the school's authorities together with the dolls. They were punished before us and many of us bowed our heads in shame. Even at that age, we knew that what they had done was wrong.

Surprisingly, one of these girls came from a wealthy family and it was strange that she had been caught shoplifting. She could have asked and had whatever she wanted with a snap of her fingers.

The other girl seemed to be level-headed and the teachers could have sworn her innocence hadn't she been got red-handed. From the looks of things, the girls had

been a bad influence on each other. Their friendship was revealed by this incident; it seems the teachers had not been so vigilant after all.

Watching the kind of company the child hangs around with at school or on their way from school or at home is very important. We all come from different families that have their own beliefs and lifestyles and the level of permissiveness of parents varies too. And this inevitably affects character.

Children copy habits very easily and will take up anything as long as someone they look up to is doing the same thing. The good things can be adopted but vices like theft, aggressiveness, bad language, among others, can be picked as well.

The children's playmates are the reason why a child comes home and utters obscenities that have never before been heard in the house. It may also help create ideas like stealing as for the two girls above.

Company can even convince the child to skip school and instead enjoy a play-filled

day. They will assure each other doing homework or obeying a teacher's every word is nothing short of insane. A friend can encourage another to escape from school. Company can do a lot worse than one can imagine and as they say two heads are a better than one; more bad ideas are created with the increase in group members (if members are good, then positive ideas can be developed).

Complete change in character may not come immediately; it is the little things that have to be keenly observed, noted and something done immediately. It may be refusal to do homework because John does not do his or defiance of the class prefect after years of doing just that with no complaint.

A child's company whether at school or home should be monitored by both the teacher and parents.

The teachers' involvement is based on the fact that they are surrogate parents and therefore responsible for the child's

welfare at school. They push the child to better, correct them when wrong. The kind of person the child becomes may even depend on teachers since children spend three quarters of the year with them.

Distancing the child from these peers might prove quite effective. It should however, be done cautiously so that the child walks away with as minimal damage as possible. Having to forcefully lose one's friends is never easy.



Children at a charity walk.



www.zain.com

Build Our Nation

Books for Schools

A wonderful world

***5 Ways to Use the Newspaper**

1. Use to cover tables and floors when painting a picture.
2. Wash windows with newspaper. Just tear into strips of about 3 inches in width and ball these up. Use as you would normally use a paper towel.
3. Use it for scrap-booking.
4. Make a hat.
5. Make a boat.

***Geo Fact: China**

China is one of those countries that seem to have a bit of everything it is found in Asia and has a large population with a few youth because of their One Child policy. China's major cities are Shanghai and Beijing the capital city that hosted the just concluded Olympics. Ugandan athletes represented their country at the Olympics but their performance was not very encouraging.

Chinese are predominantly Buddhist, with very few Muslims and Christians. Many eat using chopsticks, and rice plus wheat are their main food crops. Chinese give each other oranges as a sign of good luck since the Chinese word for orange sounds like 'ji', which means good luck. Apart from tea being a popular beverage in China, tea leaves are used in boiling eggs, making pillows, burnt to drive out mosquitoes, to make candy and wash silk clothes.

Their medication is largely still traditional with the use of herbs and massage in the health care service.

Compiled by Rosette Taguma

***Notice Board**

Teachers at the NIE training seminar at Islamic Primary School last week. PEDN PHOTO

Newsmakers

Week 11 classroom activity



opinion: a belief that is not completely certain; a personal view or attitude.

people SAY things

Many people talk to newspapers offering their opinions on news events.

Find three examples, paste their pictures (if there are any) in the boxes and write their opinion in the space next to each picture.

Now write your own personal statement about someone or something in the news today.



Begin to collect men and women in the news and the reasons for them being there.

MEN**WOMEN**

Create a class wall display and discuss if there are differences in the way we see men and women in news.



argument: a discussion, quarrel, dispute or debate in which disagreement is expressed.

live AND learn

A mistake is something we can learn from. Find someone who has made a mistake and learned from it. Have you learnt from a mistake you made? Explain!

our DIFFERING values

Often a newspaper will show someone who has high values or qualities. It may also show something that is worth a great deal.

Find an example of each of these meanings for the word value and write them here.

change YOUR views

The newspaper often reports on disagreements between people - even between countries!

Find three examples of disagreements in the paper today.

To sponsor a school to this programme, call Charity or Dixon on 0312301123



DAILY MONITOR
ISSUE NO. 003

NiE NEWSPAPERS in Education
Developing young readers

To become a partner in this programme or to subscribe for this pullout, call 0212 901123

MONDAY, OCTOBER 13, 2008

The school paper

MONITOR REPORTER
In line with NiE's vision of seeing to the formation of reading clubs and school newspapers in Uganda, Bright Day and Boarding School launched its newspaper, The Bright News Eye.
The paper complete with an editorial board and beat reporters first came out in March this year but it is still going strong, discrediting whatever doom could have been said at its birth.
Covering topics in and around the school, the children of Bright Day are assured of keeping in touch with what is important. They can read about academics, where they are told what the right ways to revise for their examinations are and also experiences in school life.
The Bright News Eye also covers such topics as the best performers awarded in the school and how they made it to the top, how to promote sanitation, sports features and religious features.
The newspaper comes out fortnightly and the hard working journalists have two weeks to look for the news that their peers will enjoy at the time of publishing. In a sense, everyone in the school is a reporter because they are called in an advertisement to come forward with their news stories.
The school management is very much involved in the newspaper so there is no

The young journalists are at hand to cover every activity in the school to reproduce for their newspaper.
Photo by Ismail Kazande

EDUCATING THE NEXT GENERATION!
Literacy is the corner stone to all learning. Young persons who develop strong reading skills in the early years of their education are more likely to do better in school and will be able to build skills for life. We believe reading is fundamental to future success.

Citi Foundation

EDITORIAL

Starting out early in the world of newspapers

The school newspaper is one of the most exciting things one can be involved in before they leave school. Starting out at the Primary school level makes the experience even more enjoyable because this is when most ideas are formed in the individual's head.

We are delighted to bring the story of one school newspaper, which is providing news and information to the pupils of one school and setting the stage for exciting careers in the media.

Children are encouraged to start something. When they express themselves in school newspapers or in reading and writing clubs, they polish up their knowledge of current affairs but they also become better at in English language, a vital subject in school.

NIE continues to encourage this noble venture. Some weeks ago, we read how our amazing reading and writing club produced one of the most senior news paper managers in Uganda.

Children should be made to understand that it is more satisfying to earn a living doing something they enjoy. Newspapers are one of the most exciting fields there ever was. Daily Monitor is testimony to this.

We also bring you the efforts of different children at writing and communicating. We continue to encourage teachers and children to send in their experiences at school; these are the things that make good newspaper stories.

We need to find out the different ways teachers and pupils have used the Daily Monitor. We would like to know what you have learnt in the newspapers and how they have changed your life.

If you are interested in sponsoring a school in your area in your CSR programme, contact Charity Byarugaba the NIE manager on 0782401303 or send an e-mail to byarugaba@monitor.co.ug.

Steven Tendo
stendo@monitor.co.ug

Changing life through books



Zain's Justina Ntugobu with one of the children in the Zain sponsored NIE. Below are some other children on the programme.



* POEM

Newspapers

Newspapers Newspapers
Oh Newspapers
How good are you!
You tell us all about the world.
You are good to us.
Newspapers you are good
To the world.
You inform us all.

Oh Newspapers
Without you people are not safe,
Brave or clean
Nobody can miss you my friend

By Bridget Namukwaya and
Nawafu Nabukanya
Bright Day and Boarding School

* ZainAC

Zain hands over 15,000 dollars in school grants

MONITOR REPORTER

Zain, the leading mobile telecommunications operator servicing over 50 million customers in 22 countries across the Middle East and Africa, recently handed over institutional grants to three Universities in Uganda. Makerere University, Uganda Christian University, Mukono and Mbarara University of Science and Technology. Each received institutional grants worth \$5000 for their participation in the recently concluded Celtel Africa Challenge, Season II.

All these universities made it to the first round of the inter-university Academic quiz and won \$5000 each in institutional grants and \$500 each in individual grants for every member of the participating team.

The 15 week knock-out tournament involved 16 universities from across East and Central Africa, four of which were from Uganda. Nkumba University the fourth university from Uganda made it further into the tournament to become the second out of the 16 universities. The university won \$25,000 in institutional grants for which it acquired assorted ICT equipment. The winning team each won individual grants worth \$5,000.

During the handover of the grants, Zain's External Affairs

Manager, thanked the universities for participating in the challenge and reaffirmed Zain's commitment to supporting education in the country.

"Zain Uganda is committed to contributing to the improvement of education in this country and the Africa Challenge is one way we are doing it. For two years now we have seen various universities in Uganda participate in the challenge and win both individual and institutional grants that have met some of their educational needs," he said.

Makerere University Dean of Students, John Ekusho who received the grants in form of desktops, said the university was going to use them to boost its ICT projects in the university.

"We are grateful to Zain for these grants that we shall use to help us to improve our ICT projects. The quiz was also an opportunity for our university to participate alongside other universities in Africa and platform for us to evaluate ourselves in relation to others," he said.

Mbarara University of Science and Technology received LCD projectors while Uganda Christian University Mukono received assorted text books.

Besides the Africa Challenge, Zain also supports universal primary education by donating books to selected schools across the country, through the Build Our nation campaign.



Zain has enabled many students across Africa to get computer knowledge and make their studies easier through the Africa Challenge.

Reporting for the school paper

CONTINUED FROM PAGE 1

question of children acting on their own. The English department, which encourages the reading of newspapers, having realized that they are the best kind of 'text book' is sure to have an easy time teaching since children who read and write are more open and they learn quicker. Daily Monitor's NIE believes this is

how the future will be secured for children.

The short, simple articles are easy enough for children to understand and they give insights into school life and also inform teachers on what the children believe to be important.

Stories range from the excitement of visiting day to

the funny one of the prefect who was caught red handed urinating in the compound.

The newspaper has a dedicated team of correspondents which includes Jackie Nakanwagi, Joan Luwaga, Isaac Sekatawa and Joan Namutebi all of P6.

Others are Nawafu Nabukanya, the chief editor

and Shakira Sebaya.

There are other schools that have newspapers and we have seen before that children who are interested in newspapers can later become very important people in the country. You could earn a salary from something you enjoy doing. Wouldn't you like that?

* CHARITY

Giving every child a chance to excel

MIKE SSEGAWA

It is at this time of the year when candidates from poor backgrounds worry not only about the forthcoming national examinations to propel them onto another level, but also the scholastic materials they would use through this period. For many of these children, a pen that costs Shs200 or a geometry set that goes at shs1000, are far beyond their means, and it is common to hear some of them missel some exams because they never had a pen, or, that they could not answer some questions because they did not have a geometry set.

For that matter, Every Child Ministries, a Christian organisation that works with orphans, displaced and war affected children in Africa launched a provision of scholastic materials initiative for children in northern Uganda.

The initiative, supported by a US based philanthropist couple Bill and Jeanne Hass was launched at Gulu Public School in Gulu District last week.

The director of Every Child Ministries David Lubale said the initiative that gives books, pens,

geometry sets, long rulers and laboratory equipment would initially cover Gulu and Amuru Districts.

He said that education was the best way to offer hope to society, especially to children whose family stability have been largely affected by war.

"Children in northern Uganda can perform well but for them to compete nationally, they need to have a positive and satisfied mind," said Lubale.

Martin Ojara Mapenduzi, the speaker of Gulu district praised the continuous support offered by charity organisations to northern Uganda and said, "Coming here is a sign of (giving) hope to committed children who want education to shape their future and the future of Acholi".

Students of Gulu Public Primary School, Pope Paul VI SS Anaka, Sacred Heart Gulu School, among others, received mathematical sets, long rulers, pens, pencils and laboratory equipment to be used during science practicals.

These children will remember the good gesture offered to them at this time of need, even while they write their exams, Mathew Simon Ojok,



Some of the volunteers of the ministry at work. Courtesy Photo

the head teacher of Pope Paul VI Secondary School commented.

The Secretary for Education in Amuru District, Gilbert Oulanya said that it was high time the girl child is given chance to go to school instead of sending them to the gardens and offering them for early marriages.

* Know your Uganda

WITH LINDA NEERUBA

Independence day

Forty six years ago, Uganda's black, yellow, red flag went up, replacing Britain's Union Jack. Uganda then went from the hands of the British Kingdom to being independent.

In the late 1800s, the British came to Uganda as explorers and missionaries. Later, they entered into agreements with the Kingdoms of Buganda, Bunyoro, Toro and Ankole and the country became a British protectorate in 1894. That's how Uganda happens to be a member of the Commonwealth.

As the struggle for freedom from colonialism was apparent across many African states in the 1950s, the British let go and Uganda was declared independent. Uganda broke free from Britain's authority and became sovereign or self governing. The country was passed on to the first Prime Minister Dr Milton Obote and Kabaka Edward Mutesa as ceremonial President.

Since then, it is a national day and a public holiday. Reflecting on the past and the journey of Uganda since independence, the day has always been marked with activities like exhibitions, sports competitions, patriotic messages through songs and a match plays on the official celebrations.

The national celebrations have always been held in Kampala, at Kololo airstrip were the first ceremony took place on October 9, 1962.

This year's theme was "Working for the common good of Uganda: A necessary requirement for the protection of solidification of our independence".

The celebrations were presided over by President Museveni Yoweri Kaguta and in various districts by government representatives.



Plan for disasters in schools

JACKLINE AMAGURU OLANYA

School management, in conjunction with other stakeholders have the responsibility of ensuring the safety and protection of children in their care and should be seen to have done as much as possible to prevent harm to children. In this regard, they are obliged to have certain preventive and protective measures when it comes to disasters. Professional help in preventing or managing emergencies and disaster preparedness and planning should be sought.

The problem of school fires is compounded by the fact that many schools have no fire safety measures or any other emergency and disaster preparedness policies in place. In case of disaster in form of fire, or adverse weather like storms, lightning or strong winds that destroy school building and leave children vulnerable, the school management usually has nothing to say other than morn about losses.

An option that is rare in Uganda

is the installation of smoke detectors/alarms in classrooms and dormitories. This can serve as an early warning system and save lives as well as reduce material damages.

On the part of the school, especially those that have stairways, these should always be kept free of furniture, to enable free escape in case of emergencies.

Fire safety drills are also paramount. Some progressive corporate organisations have already adopted such drills on a regular basis and schools should follow suite. This may involve evacuation procedures and teaching them the emergency

police/fire brigade number, which is 999.

In safety drills, children should participate in planning a fire escape route and also choose a meeting place outside the dormitory or classroom. Otherwise, in case of emergency, children may run in all directions, which may result into other problems.

To ensure that children have mastered fire safety drills, practices on using their escape route and assembling at the designated area (preferably an open space) should be done at least once a term.



* BOOK REVIEW

Kiiso the stool maker

This story is about Kiiso a Primary Seven boy who comes from a very poor family. He lives with his mother and both of them are HIV positive. Kiiso was infected through mother to child transmission (MCTCT). Kiiso's father died a very desperate man and sold off almost all the property and left his family deeply impoverished. Despite the many hurdles in Kiiso's life, he is determined to get a good education, get a job and save his family from poverty.

Kiiso turns to his talent of making stools as his mother can't afford to buy him a uniform. Inspired by Leku, his friend, Kiiso decides to join a vocational school to develop his talent further and also to start earning money earlier. He continues to live positively and even after he has set up his workshop, he still aims at attaining a higher certificate. I admire Kiiso because he is very hardworking. He is a poor family, he doesn't give up on his studies. He studies seriously for the mock exams although he misses them. I learn to work hard because education is the key to success.

I learn that HIV/AIDS is not the end of the world. I also learn to be focused and serious on my studies. I also learn to set a goal and work hard for it.

By Nabonyo Joshua P.7 East, Kampala Quality Primary School



www.zain.com

Build Our Nation

Books for Schools

A wonderful world

* News Vocabulary

Terrorism
This refers to a systematic or planned use of violence and intimidation to get political goals. Last week, during the Independence day celebrations, President Museveni warned that Uganda was in danger of terrorist attacks.

* 5 Ways to Use the Newspaper

Collect pictures of pets from the newspaper.

Find a newspaper picture of an animal you would like to be! Write a story pretending you are that animal.

Make a scrapbook of pictures and news stories about conservation. You might look for articles about hunting and fishing seasons, tree planting, NSSF, etc.

Make a poster from pictures, advertisements and articles showing how machines help people do different things.

Make a "first" notebook. Use Daily Monitor articles about science "firsts" or discoveries.

* GeoFact: Ethiopia



Indonesia ('Indus' meaning India and 'nesos' Greek word, meaning island) is the largest nation of South East Asia consisting mainly of islands (17,506 in number) with Medan in the west and Papua in the east. The nation was ranking as the fourth most populous country by 2004 and its capital city is Jakarta which is also its largest city.

It has 33 provinces each with its own governor. Indonesia goes on to rank as the 16th largest country in the world in terms of land area. Indonesia gained its independence from the Dutch in 1945.

The official language is Indonesian While Javanese, is the most widely spoken language in Indonesia. Altogether it has 726 distinct languages, making Indonesia the second highest number of indigenous living languages of any country in the world.

Indonesia is a beautiful nation gifted with different fauna and flora that is a mixture of Asian and Australasian.

Compiled by Rosette Tugume

* Notice Board



Zain has delivered computers and other materials to students around Africa in the Zain Challenge
Photo by Emoging Dore

Look inside Daily Monitor

Good & Bad

PRAISE

Find someone or something in the newspaper that you would like to praise.

I would like to praise

because

Now find someone or something you would like to CRITICISE. Name them here:



TIME TO READ

On this clock face, show the number of minutes you have spent Reading for Lessons this week.



NOW THAT MAKES ME SMILE!

Find THREE things in the newspaper that make you smile. Write them here:

1.

2.

3.

... and ONE that makes you sad!

1.

Behind The News

SO ... WHAT IS THE STORY?

Ever wonder what the 'real' story is behind an advert? Why is someone selling a house for example? Are they moving to a new country? Have they lost their job? Find an interesting advert in the newspaper and create a 'STORY BEHIND THE AD'!



My Notebook



Find an important NEWS FACT today. Write it here and remember!

IN MY OPINION!

Find THREE opinions in the newspaper today that may, or may not, be true!

1.

2.

3.

Discuss with your teacher what makes an Opinion!

YOU MUST READ THIS!

If there was only ONE story in the newspaper today that you would want everyone to read, which one would it be - and why?

HEADLINE

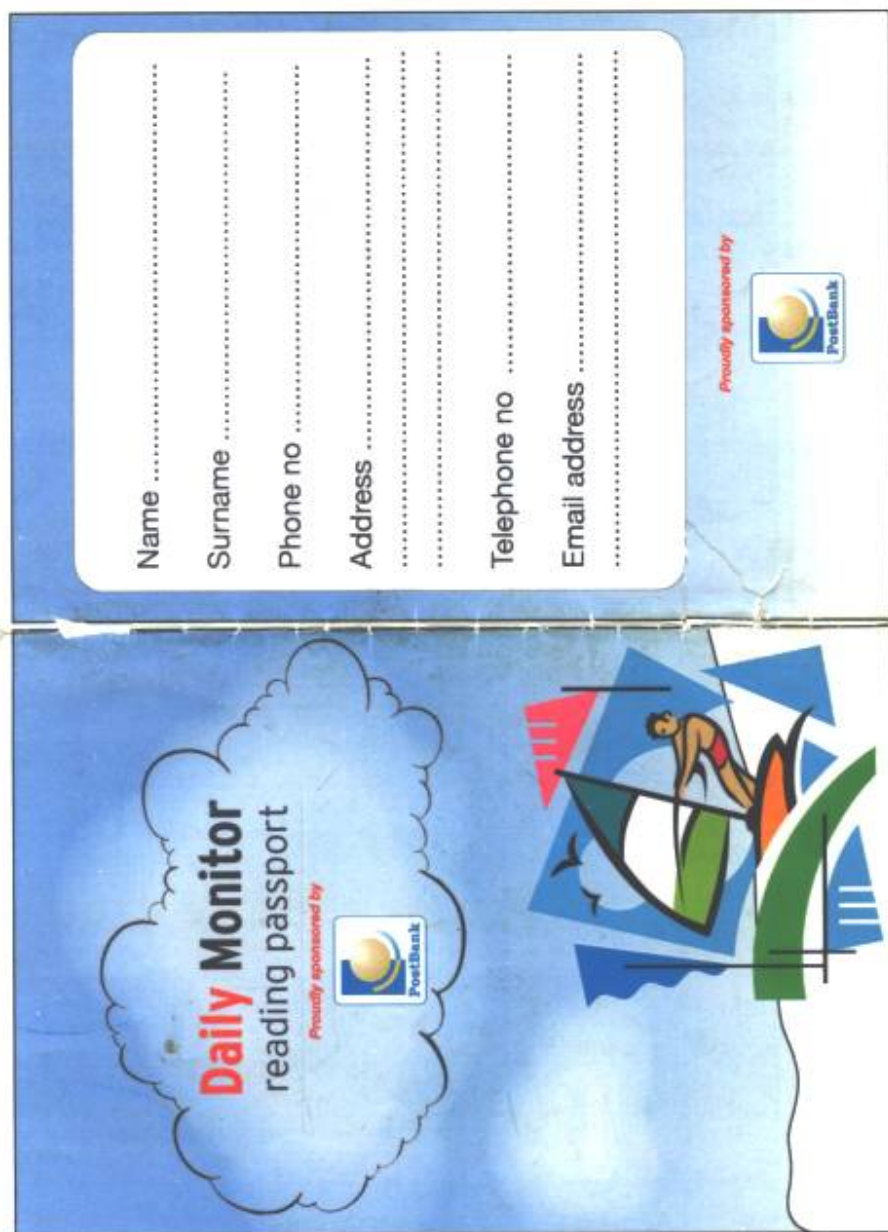
REASON

SNV

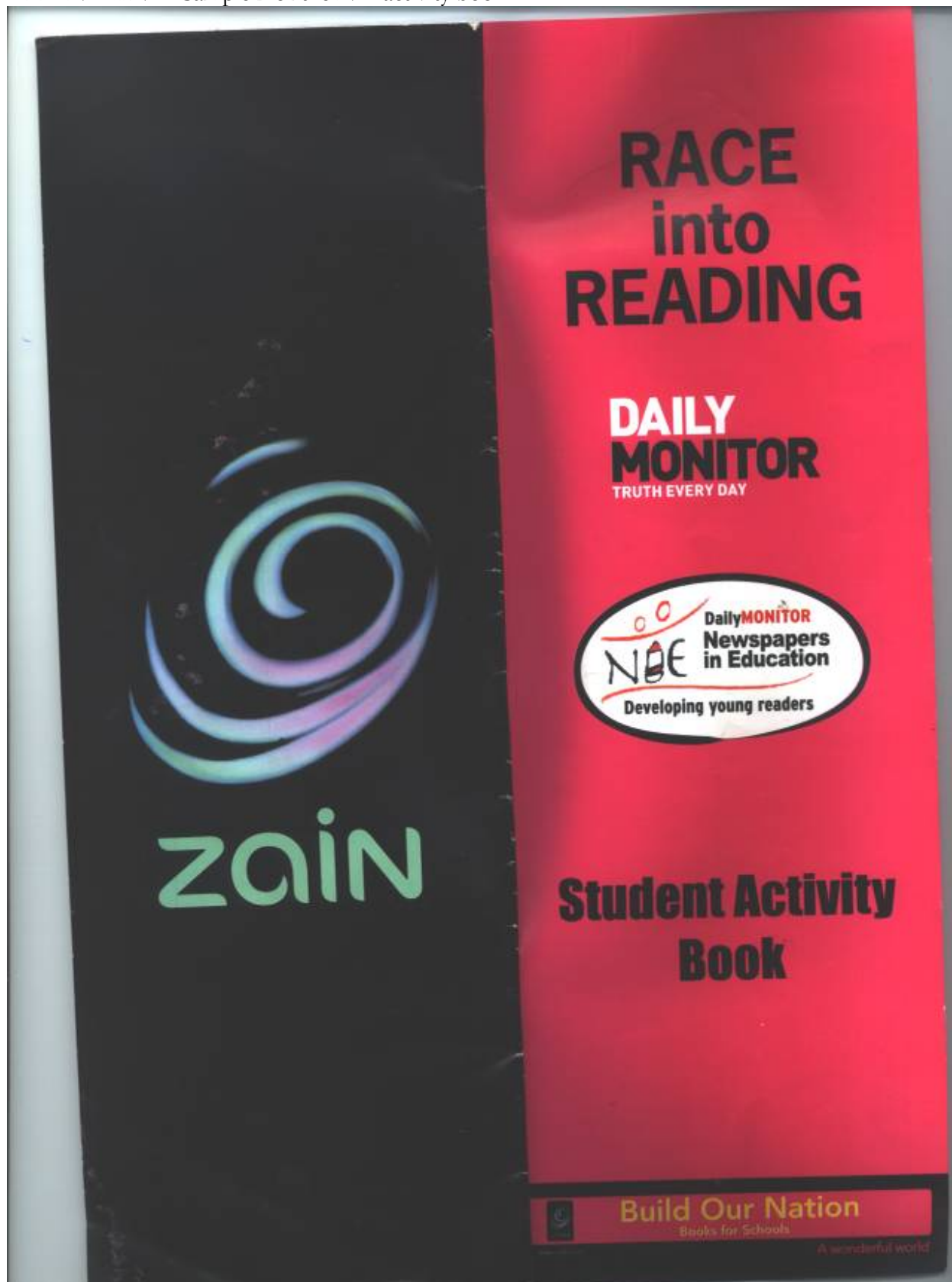
Netherlands
Development
Organisation

Committed to Promoting Quality Primary Education

Cooperating with the Government



APPENDIX VII: Sample 2 of the NiE activity book



The Bright News Eye . Your Source.

Sunday, March 1, 2009

Price US\$ 1000

HAPPY NEW YEAR

Our dear parents, guardians, friends, and well-wishers we wholesomely welcome you to our very own lovely school, please feel at home. We are very delighted to bring to you once again our first Bright Eye paper of the year 2009.

The management and the administration of the Bright School wishes you the best in this academic year and we thank you for supporting our school's news paper when ever it's out hence promoting the spirit of journalism in us your children. God bless you as you strive for the year 2009.

Yawe Rebecca -Chief Editor

P. L. E 2008

In our last bulletin we published that P.L. E 2008 were difficult as the candidates complained as soon as they had come out of the Exams. The results showed country wide. However The Bright School remains Bright all our candidates passed and our school was the best in Kawempe division. We even hope for better results this year.

A part from enjoying academic excellence, we also have good meals, sleeping facilities, spacious classrooms smart staff and pupils. Every thing is perfect here at The Bright School.

Natugonza Ketrine.

SCHOOL TOUR

Lovely parents, very soon we are going for trips which are not meant for leisure but for the very reason we are here. In this we hope to learn very many things that will widen our understanding and reasoning. We are hereby asking you requesting you to enable us travel for these tours by paying in time the fee that will be decided by the school administration. Support a child and build a nation.

Luyima Isma and Naginda Zahara.

MONITOR AND ZAIN AT OUR SCHOOL

We are very proud to inform you that Monitor News Papers are brought to our School every Monday and reading is compulsory for every child since each child is given a copy. We have liked it so much because it has improved our reading skills, vocabulary, information on current affairs, pronunciation of words among others.

Our grate thanks go to Zain the sponsors of this project. The Monitor News Paper and the School administration.

Lynn Rehema and Mutyaba N

WASTE NO MORE TIME

Fellow pupils, thank you for all you have done since the term began, but am un happy to inform you that some pupils are still not seeing the meaning of being at school for they dodge home work, class work and other school activities. My appeal top those is open eyes and see your future. It's painful for our parents to pay fees and we fail.

Nassali Rinteh, Kitonsa Kelly and Kasamba Juliet

THE BRIGHT ZOO IN PLACE

I am very proud to tell you that the Bright Zoo is in existence. It's situated at the nursery section having animals like lions, Giraffes, Chimps name them. Thanks be to the school for going that extra mile. Entebbe Zoo is no longer in our quest because we now have our very own parents just take time and have a view of it.

Kibirige Isaac

MAKE A TIE

Very many people out there run to friends for such help. At the Bright School it's a question of no doubt that every one knows it. Please take the pride and learn from any one from this school now. Put off the shame and learn.

Muyinza Joshua.

SWIMMING AND P.E

These activities are seriously taking place in our school, they help to keep us fit and our minds fresh but when we come back home all these activities are not cared for. It's our call parents when at home take over and let us enjoy them other than at only school.

Nasolo Daphine

CLEANLINESS NOT A PUNISHMENT

Many pupils believe that if some one tells you to be clean it's a punishment. This is not the case. Everyone has to be clean in and out to keep away some illness like cholera. Every clean person is liked in society. Cleanliness can be done through through bathing, brushing teeth washing, cutting the finger nails short and others.

Please never take it as a punishment.

Bgayirirwa D and Amumpeire Rene

PRACTICE MAKES PERFECT

When you want to excel in your academic performance, my lovely brother or sister, better start reversing books also try 5 numbers of Mathematics daily. Don't forget to take it to your teacher (s) for making. This gives you a chance to correct your mistakes. I learn what you did know better you academically.

Kirabo Esther

WAR OF WHITE BED SHEETS

Early this term, I noticed a war which I thought was a holy war but to my surprise it was serious. People with cream sheets were surprised it was serious people with cream bed sheets were forced to return them and some parents were heard saying how will this people manage to keep these sheets. But the war never ended because as I put pen on paper, the search is still on. On my side the school management takes credit for nurturing the up coming leaders.

Mwesigwa Phiona.

FIRE FIRE FIRE

Every where fire in schools, homes, shops, markets etc what is happening in Uganda? Recently fire destroyed property worthy billions of shillings. Our parents are victims of this loss. We want to

thank various people who have come in to contribute towards the replacement of these destroyed properties so that our parents can be able to pay our school fees next term.

Kisakye Pauline

SWEET AND BITTER REWARDS

Primary six and seven do test every Saturday and Sunday however some pupils take those exams lightly to their surprise those who were not serious in the exams were rewarded a few strokes of the cane on their bums and those who were serious in exam were rewarded with material gift. This has encouraged pupils to work hard in order to escape the canes.

Namatovu Jane.

CLEVER ALI

It was our time to go the Library some pupils went late and the teacher in charge had to punish late comers. What clever Ali Shamat did was to put toilet papers on her bum to prevent "Chai" from penetrating into her bums. She only walked away jumping and laughing ha ha ha energy wasted no work done.

Nanyonjo Eva.

BIG IS BIG - BREAKING NEWS

- Some hard working and popular prefect Sam not real name urinates on his bed every night. What a shame.
- Another prefect was caught urinating behind the Library in broad day light.
- Another prefect caught stealing a book from the library
- A prefect was involved in a fight for food

Wamala Saudi

MAN AND WOMAN

One upon a time, there lived a married couple.
They went and lived in Gumunsu Village.
The had a fight and no body came to separate them.
The concluded no one loved them in that village
They decided to move to another village
The had another fight
People came to separate them.
They concluded that they are loved in that village and they stayed there.

Kakande Gerald

CAUSES OF DIZZINESS

Dizziness is caused by many things such as dehydration (having little water in your body), or when your blood pressure is low.

One can also be dizzy when one has little blood (anaemic) or due to over bleeding.

It usually happens when you get up from a lying or sitting position very quickly. You can also get as a side effect of some drugs.

An infection or a problem of the inner ear, which is the organ of balance, can also cause dizziness.

Editorial

MOTHER MOTHER MOTHER

Oh mother
You carried me for nine months in your womb
You drank all sorts of drugs to have me healthy
You suffered in the labour ward

Oh mother
How good you are
You are very precious
You fed me so well
That is why I love you
I love you mother

Oh mother you have educated me
You have been very educative
You have taught me lessons
You visit me at school
I love you mother

Mbahazi Swagia

ACROSS

1. One of the fish in Lake Victoria is called Nile(5)
2. Receives (4)
5. Where does the ocean water reflect the Blue it shows from? (3)
6. Toothed animal that swims over and under Ocean water (7).
10. Covered with water (3)
11. Short for I am (2)
13. Fourth note on the Musical scale (2)
14. Man made place and buildings for rearing Fish (4)
15. Still water smaller than a lake (4)
16. 12th letter of the Greek alphabet (2)
18. Many big grey fish with sharp teeth (6)
21. Name for a delicious fish in Uganda (6)
22. Fish shaped like a snake (3)

DOWN

1. Large fish that eats other fish (4)
2. Fish whose liver oil is good for health (3)
4. The last part of fish's body (4)
7. Small ten legged animal (5)
8. Of a fish, used its fins to move in water (4)

KEEP HYDRATED

1. Start a day with a glass of water
2. Keep a jug of water at your desk to top up your glass during the day.
3. When out and about carry water with you.
4. Take a lot of fresh fruits and vegetables, they have high water content.
5. Abandon sugar sweetened beverages
6. If you drink alcohol, drink as much water as you do alcohol
7. Avoid high sugar and high caffeine beverages because they can lead to increased urination
8. Although water is most ingredient of all drinks, plain water is the most effective way of replacing lost fluids.

Editorial

SEA ANIMAL PUZZLE



13. Cook fish in hot oil (3)
17. Water animal home that is smaller than an ocean (3)
19. Fish eggs (3)
20. Short way to say hello (2).

9. Parts of a fish such as the intestines that are not are not good for food (4)
 12. Fish's breathing organ (5)

LISTENING SKILLS

- You need to concentrate on what is being said.
 - Avoid distractions
 - Prevent the mind from wondering
 - Repeat key words or phrases to your self
 - Look at the teachers non verbal communication, gestures, posture and the facial expressions
 - Be alert for posses during the lesson.
 - Be ready to respond when required.
 - Give the teacher feed back by nodding or shaking the head.
 - Be alert for opportunities to give personal responses or questions
- When you do the above during the lesson just know that you are a sharp learner.

AVOID THESE BAD HABITS

School on again and some of you have continued to practice your bad habits such as borrowing, rumour mongering and sending secret notes in class. My advice to this year is.

- Do not borrow others items all the time. Be contented with what you have.
- Stop sending secrete notes in class. This rumour mongering and its very destructive. It can cost you knowledge.
- Do not over take others in the line for food. Follow the rule first come first serve.
- God does not like people who talk about other peoples families in un kind ways. For example saying your friends are poor or ugly etc
- Making fun about how people are wearing or how they talk is too sin.
- Bragging, boasting and pride are bad manners. God hates all these people and their place is hell.

THE FUNNY BOY

Once upon a time, there lived two children one was called Jill and the other was called Mark. Mark was so funny that one day, he put sugar cane under his pillow. Jill asked him: "Why do you put sugar canes under your pillow?" He replied "I wanted to have sweet dreams" Jill just looked in disbelief and went away. Another day there neighbor asked them: "Why did the farmer feed on or spend a lot of money on his cow?" "Mark replied he wanted rich Milk"

Mark was so funny.

To be continued.

Namatovu Jane

THE DEVINE LOVE

Oh my lord God
 Who am i to you
 To deserves the gift of life
 Many people are in hospitals
 Calling your name for help
 Oh my God why me?

My Lord I have seen
 your color never fades
 The sun may not shine
 the moon may NT be Bright
 Heart beats may stop
 Lives may pass....

But your life and friendship for me
 Will be treasured
 Till the day my soul will meet
 you
 Your love never stops.

Bagala F